Planning and Reporting Module (PRM)

Steps to Create a Single Plan for Student Achievement (SPSA)

User Manual

Version 1.3

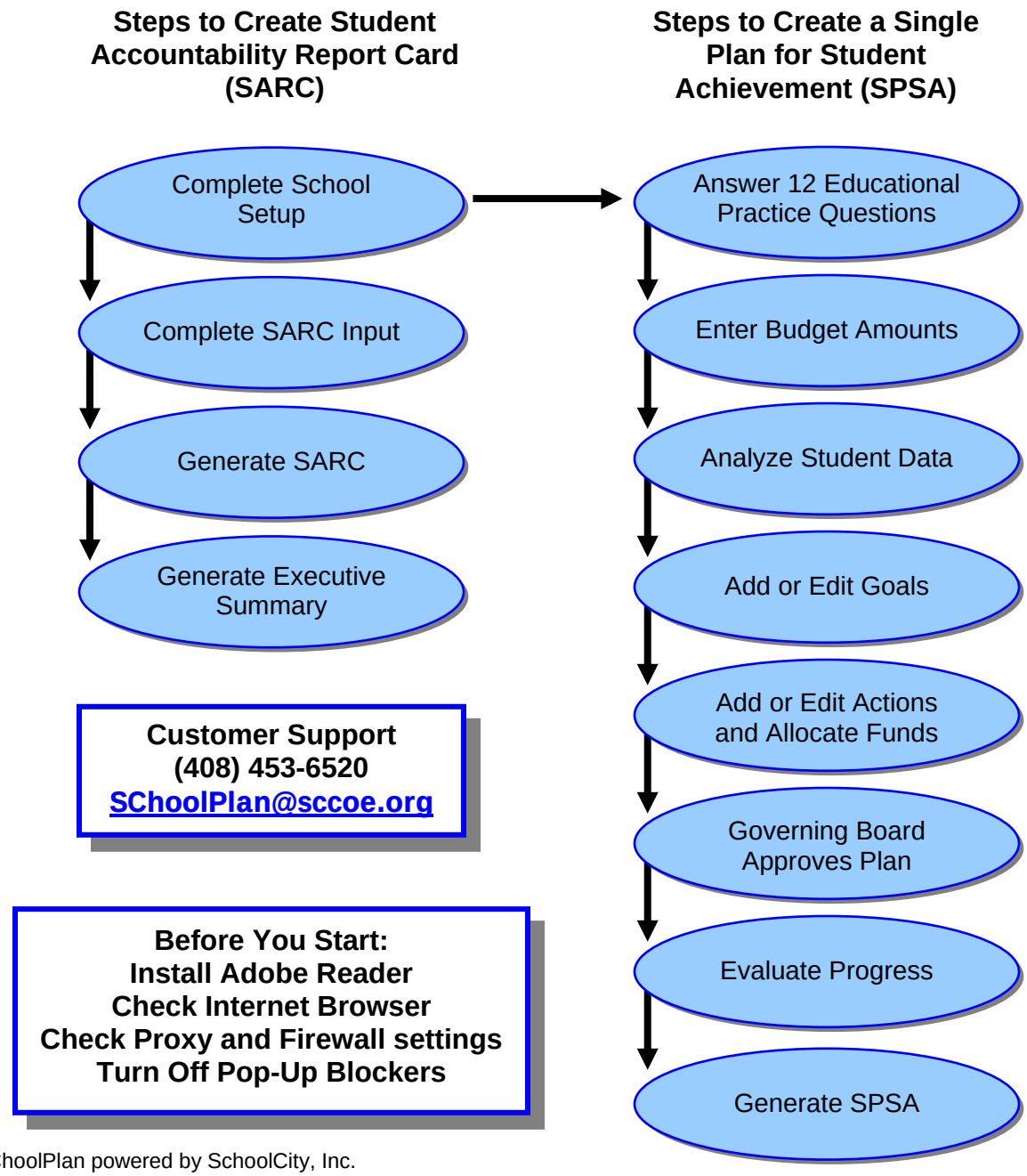
1290 Ridder Park Drive, San Jose, CA 95131

SChoolPlan Powered by SchoolCity

SANTA CLARA COUNTY OFFICE OF EDUCATION

Planning and Reporting Module (PRM) Quick Start

This Quick Start guide provides users with an overview of the Planning and Reporting Module and a map of how to create the Student Accountability Report Card and Single Plan for Student Achievement. Please print and keep this handy. The most updated version of the complete manual can be found at www.sccoe.org/SChoolPlan/.



Planning and Reporting Module (PRM) Quick Start	
Icon	***Description***
School Setup	**School Setup**: Pre-populated with fundamental school information including address and some contact information. User enters remaining information, indicates if it is Program Improvement (PI) or School Assistance and Intervention Team (SAIT) and up-loads school logo here.
SARC Input	**SARC Input**: User inputs information necessary to complete the School Accountability Report Card (SARC) here. Once data is entered into the 9 sections (10 for secondary schools), the SARC is complete. Generate the SARC Report and the SARC Executive Summary using the Reports icon or the Quick Reports link.
Educational Practice	**Educational Practice**: User inputs answers to the ten Educational Practice questions and two Student Performance questions for the Single Plan for Student Achievement (SPSA) here. The answers to the questions are printed at the end of the SPSA.
Budget	**Budget:** User enters how much money they have available in each funding area. Once Actions are entered in Goals/Actions, user views how much money is budgeted, how much is spent and how much is left. A list of possible funding sources is included in the side tab.
Goals/ Actions	**Goals/Actions**: Overview page to enter and view Goals and Actions for the SPSA. User can analyze data, include charts in the SPSA, delineate how funds will be spent, attach curricular standards to Actions and look up educational resources.
Approval	**Approval:** User enters site council member names here. The approval area provides a summary of all site council members, the dates they approved the plan and the dates that the District Governing Board approved the plan.
Evaluate	**Evaluate:** User tracks school's progress toward meeting SPSA goals. User can indicate implementation status of each action, enter comments about their progress here and record how effective schools were at meeting past goals and completing their actions.
Reports	**Reports**: User can generate, view and print: • SARC & Executive Summary o English and Spanish • SPSA • Budget Report • Action Report

PRM User Manual Revisions

#	DATE	MANUAL VERSION	CHAPTER AND PAGE REVISED	DESCRIPTION OF CHANGE/ ADDITION
1	02/06/2007	1.0	New Release	N/A
2	04/22/2007	1.1		
a			Chapter 4, page 17	Addition of 2007-2008 Tab
b			Chapter 5, page 22	Addition of 2007-2008 Tab
c			Chapter 6, page 29	Spanish version of SARC
d			Chapter 8, page 69	Printing a Spanish SARC
3	05/07/2007	1.2	Chapter 4, page 19	Spell Check added
4	05/10/2008	1.3	Chapter 4, page 19	Changing Password
			Chapter 4, page 20	Choosing Year to Edit added
			Chapter 5, page 24	Quick Reports and Sample Reports added
			Chapter 6, page 34	Instructional Planning and Scheduling added
			Chapter 6, page 35	School Completion and Post Secondary Preparation
			Chapter 7, page 44	Adding survey data added

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1 Welcome

Welcome to the Planning and Reporting Module (PRM)

Santa Clara County Office (SCCOE) is committed to assisting schools effectively plan for success and monitor action implementation in a way that optimizes their ability to succeed. PRM is a tool that facilitates leadership strengths by involving stakeholders in examining past achievement trends, setting clear goals and allocating resources appropriately.

Through the past five years, PRM has evolved into a user-friendly application that gets complements from school staffs at all levels and from the smallest elementary school to the large comprehensive high school. This version of PRM is easier to use than ever! Data displays with fully integrated charting enables staff to bring a clear focus on the strengths and needs of the school. The organization and navigation of PRM are intuitive, which saves training time, and is inviting to those who are not necessarily comfortable with technology.

Budget reports, planning calendars and inclusion of the Essential Program Components that are part of the California Department of Education school improvement strategies continue to be well-received features of PRM. By having these elements built into PRM school teams are relieved from the need to construct reports from disparate sources, which provides the benefit of allowing time to be, spend on other pressing matters.

As always, our commitment is to bring the best tools to educators that can assist in building a world-class educational community. We remain here to support you and welcome your feedback.

Complete information about all SChoolPlan™ components, as well as informative video featuring practitioners that use them, can be found on the SChoolPlan™ web page: http://www.sccoe/SChoolPlan/.

Sincerely,

Dale Russell, Ed.D.
Director Standards and Assessment
Santa Clara County Office of Education

2 Introduction

2.1 What is SChoolPlan?

SChoolPlan is an integrated set of applications designed by the Santa Clara County Office of Education (SCCOE) as a comprehensive system to provide school personnel with a web-based solution for data analysis, instructional planning and reporting. It facilitates comprehensive reporting linked to research-based best practices that help educators track and analyze student performance, generates reports such as School Accountability Report Card (SARC), Single Plan for Student Achievement (SPSA) and budget reports for site use.

SChoolPlan consists of four modules:

1. **Data Management Module** (DMM) is a tool for reporting state and local assessments data. Administrators and teachers analyze the data reports to identify areas of need and adjust classroom instruction.

2. **Planning and Reporting Module** (PRM) is an application that guides schools through the Cycle of Continuous Monitoring and Improvement. To help create meaningful plans for improvement, the program provides tools to evaluate the prior year's results, analyze assessment data, review best practices and outline available funds. With all of this information available, School Site Councils and school administrators are able to create meaningful goals and actions and generate multiple reports including the School Accountability Report Card (SARC), the Single Plan for Student Achievement (SPSA) and Budget Reports.

THIS DOCUMENT IS THE USER MANUAL FOR PRM.

3. **SChoolPlan for English Language Learners** (SPELL) reports how well schools are meeting Annual Measurable Achievement Objectives (AMAO) requirements. It provides English Learner-specific assessment data summarized by district, school, grade and classroom. Student data includes students' scores and redesignation indicators. Teacher use this tool to plan lessons and differentiate instructional practices.

4. **SChoolCharts** generates predefined charts that illustrate individual school's state assessment results. Data is presented in a variety of ways, including data over time, against state and federal accountability targets, by subgroups, by subject and by grade. Comparisons are made between the school, its district and California.

2.2 Benefits of Planning and Reporting Module (PRM)

Planning and Reporting Module provides a collaborative web-based environment for evaluating past performance, analyzing student achievement data, documenting school budgets, creating goals and monitoring progress. It assists schools in the gathering of demographic and academic data and saves it from year to year. Users can create the following reports:

1. School Accountability Report Card – SARC
2. SARC Executive Summary Report
3. Single Plan for Student Achievement – SPSA
4. Budget Reports
5. Action Status Reports

Most importantly, PRM facilitates a systemic planning process by standardizing effective use of research-based practices across a district.

2.2.1 Features of PRM

- Displays pre-loaded school, district and state data for both planning and reporting.
- Meets No Child Left Behind (NCLB) and Public School Accountability Act (PSAA) requirements by generating templates for schools to complete.
- Generates a 4-page color Executive Summary for distribution to the community.
- Includes charts displaying both current year and three-year progress trends for multiple domains of data.
- Offers a Help menu with systematic instructions available for use online or printable for use offline.
- Accommodates import of school-level state and local assessment data for display online and in reports.
- Integrates seamlessly with the U.S. Department of Education Cross-Indexing search site to support school improvement goal setting with scientifically focused research and best practices.
- Accessible anytime and anywhere through a web browser.
- Data is updated throughout the year as it becomes available from various state databases.

2.3 What is the School Accountability Report Card (SARC)?

Since November 1988, state law has required all public schools receiving state funding to prepare and distribute a SARC. A similar requirement is also contained in the federal No Child Left Behind Act (NCLB). The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators[1].

[1] California Department of Education website at http://www.cde.ca.gov/ta/ac/sa/parentguide.asp

2.4 What is the Single Plan for Student Achievement (SPSA)?

In 2001, the California legislature amended the planning requirements for schools that participate in state and federal categorical programs funded through the Consolidated Application process, creating *Single Plan for Student Achievement* (SPSA). Its stated purpose is to "improve the academic performance of all students to the level of the performance goals, as established by the Academic Performance Index[2]." The Academic Performance Index (API) is a rating of schools based on their performance on state academic assessments[3]. The requirements for monitoring these categorical programs are part of the same legislation.

PRM helps schools meet state requirements for SPSA. Although the format of the report is different from the state's report, the information contained is the same. It contains information from three sources:

- State of California SARC data files
- Input from the school entered in the **School Setup** and **SARC Input** sections in PRM
- Input from schools detailing Goals, Actions and Budgets

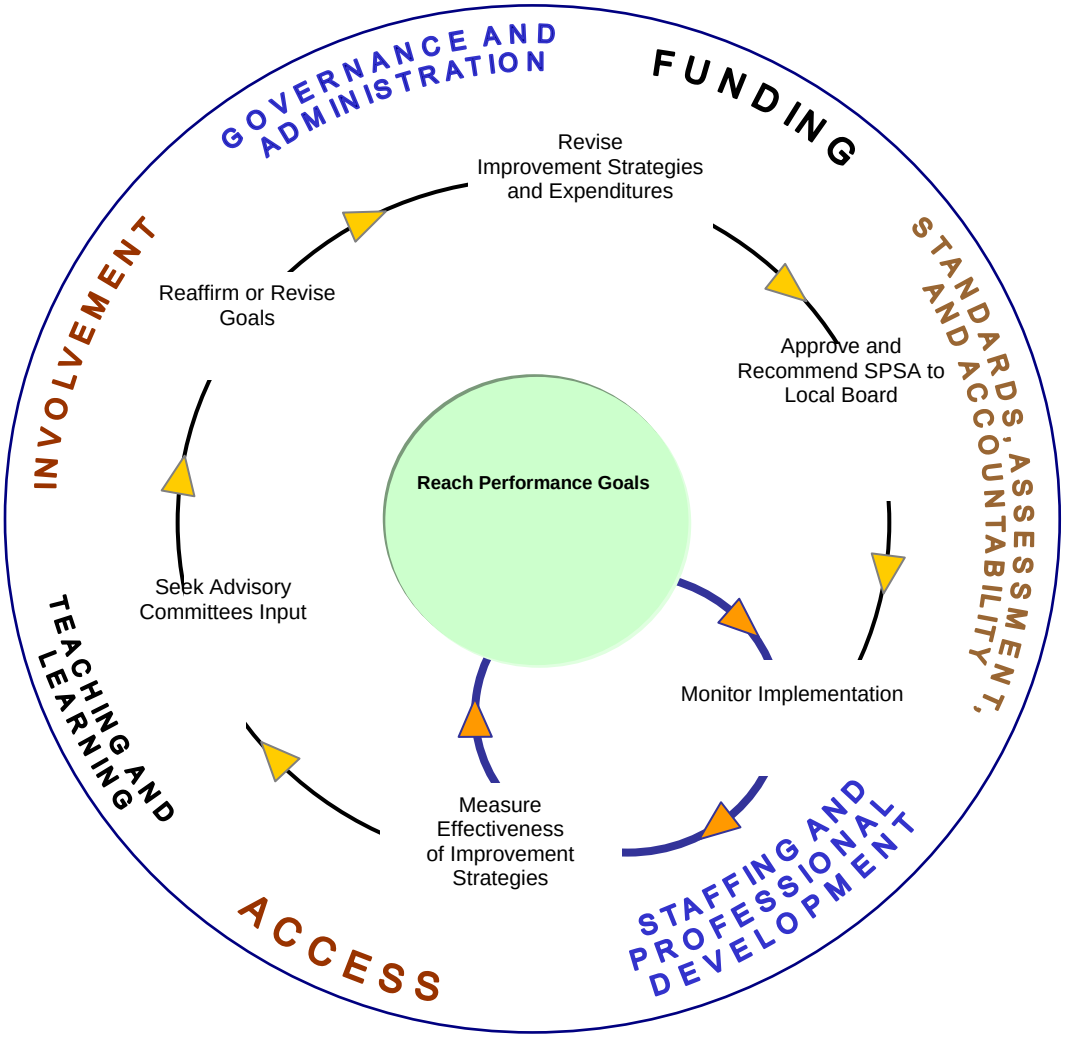
2.5 Categorical Program Monitoring Cycle

The SPSA template is aligned with the Categorical Program Monitoring (CPM) process and the Cycle of Continuous Monitoring and Improvement (CCMI), which include:.

- Performance Goals: Improvement of student academic performance and other goals specific to each categorical program;
- Improvement Cycle: Actions required of the school site council;
- Monitoring Cycle: The ongoing monitoring of implementation and results.

[2] California *Education Code (EC)* Section 64001(a)
[3] Information on the API can be found at http://www.cde.ca.gov/ta/ac/ap/ on the Web site of the California Department of Education.

The following graphic represents this alignment and incorporates the CPM Program Dimensions with the actions required of the school site council[4].



2.6 Definition of a Web-based Application

A web-based application is a software package that can be accessed through a web browser like Internet Explorer. The software and database reside on a central server rather than being installed on the user's desktop system and are accessed over the Internet. PRM is a web-based application and can be accessed on a district or school network or from home (or any other location where internet access is available).

[4] More information about the Categorical Program Monitoring (CPM) process and the Cycle of Continuous Monitoring and Improvement (CCMI) are available at the California Department of Education website, in the instructions for creating a Single Plan for Student Achievement. http://www.cde.ca.gov/nclb/sr/le/documents/spsaguide.doc . The Spanish version of the SPSA template is available at http://www.cde.ca.gov/nclb/sr/le/singleplan.asp

2.7 Types of Users

Data in this application is accessible to district and school administrators, School Site Council Members and support staff. PRM system administrator assigns a username and password to each user, defines the type of user account they have and therefore their level of access to data.

2.8 Levels of Access

Administrators have the ability to view and write in the program. Support staff only have the ability to view the program.

2.9 Support Services

Please contact your local District Support Team for assistance with this application. Should they be unavailable, contact the Standards and Assessment Department at the Santa Clara County Office of Education at (408)453-6520.

3 Setting up PRM

PRM is a web-based application. Because the application is hosted on a remote server and accessed through a web browser, it does not need to be setup on each user's computer. However, each user must check their computer for compatibility with the application. PRM is compatible with both PC and Mac computers, though the browser used on each of these platforms might be different. Please use the checklist below to make sure your computer is setup to be compatible with the application.

3.1 Technical Requirements Checklist

Internet Browser	**PC** • Microsoft Internet Explorer 6.0 or higher • Firefox Ver 1.5 or higher (Ver 3.0 recommended) **Mac** • Firefox Version 1.5 or higher (Ver 3.0 recommended)
Adobe Reader	Adobe Reader Version 6.0 or higher. If you upgrade your Internet Explorer browser, you will need to reinstall Adobe Reader.
Pop-up Blocker	Pop-up blockers are part of applications like Internet Explorer, Google toolbar or Yahoo toolbar. They prevent annoying advertisement pop-up windows; however, they also block "legitimate" pop-up windows in other web applications like SChoolPlan. Turn off your computer's pop-up blockers to allow proper functioning of the application. For more information, see Appendix A.
Proxy and Firewall Settings	If a firewall is in place, ensure that it allows access to PRM. School/district network administrators should review these settings. This is applicable only if you are working within a networked environment like a school district or school, not on your home computer.

4 Getting Started

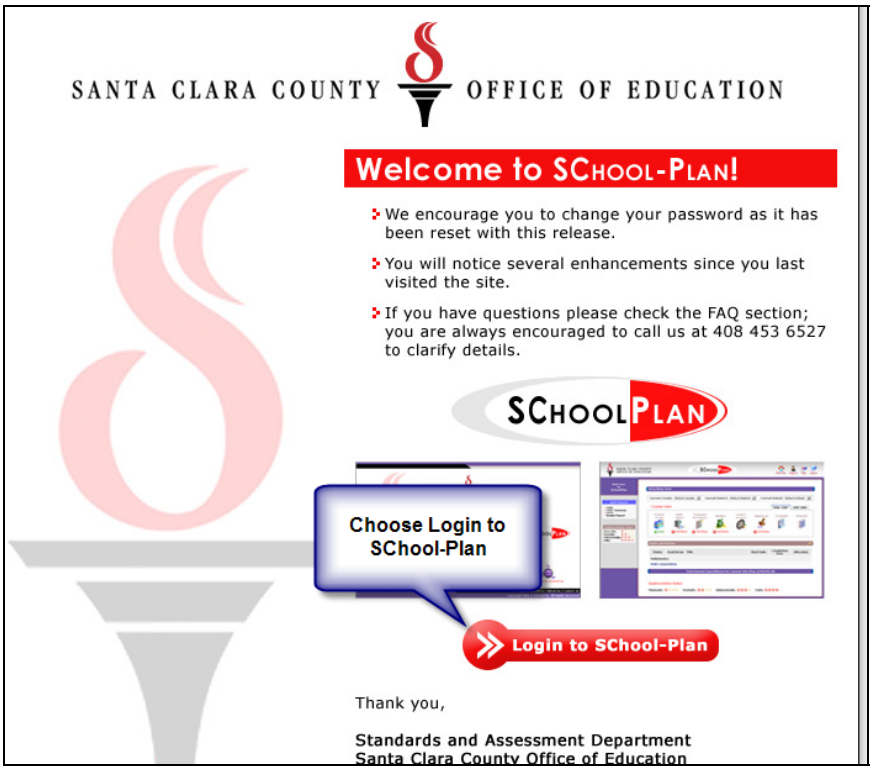
Using the checklist in **Chapter 3 – Setting up PRM**, make sure your computer is setup and ready to start running PRM. Your PRM application administrator will assign user names and passwords. Make sure you have yours handy when you are ready to logon and begin using PRM.

4.1 Logging in

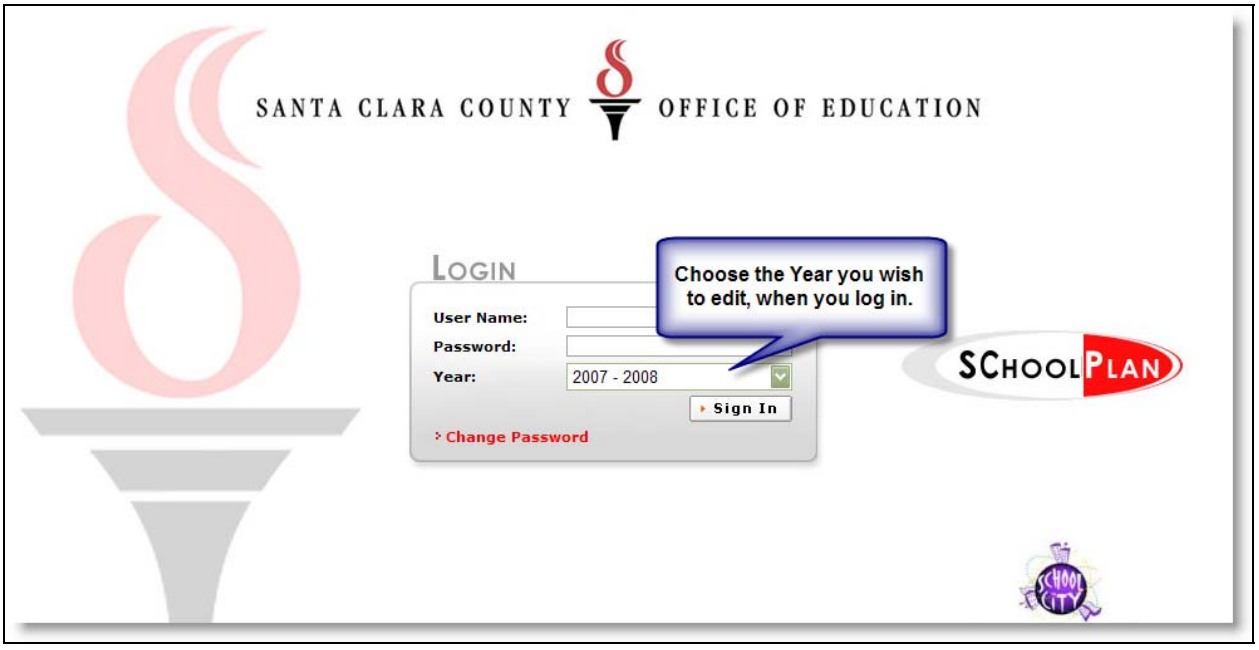
1. In your browser, type the URL: http://www.sccoe.org, click **Go** or press the Enter key on your keyboard.
2. Click on **SChoolPlan™** to open the window.
3. Under **Member Login,** choose **Planning and Reporting Module.**
4. Select your county and district from the drop-down options.
5. Click **Go**. This displays the welcome screen for PRM (you may have to maximize the new window).

Map/Driving Directions | A to Z Index
SANTA CLARA COUNTY OFFICE OF EDUCATION
SCCOE HOME
ABOUT SCCOE
SEARCH OUR SITE
CONTACT US
Superintendent and County Board of Education
Education News and Facts
Resources for Educators
Resources for Families
SCCOE Departments
Public School Directory
Job Opportunities
SCCOE Intranet
Home » Resources for Educators » SChoolPlan™
SChoolPlan™
Analysis Planning Reporting
SChoolPlan™ is a complete package that provides school personnel with an integrated approach to data management, analysis and decision-making. It facilitates comprehensive reporting linked to research-based best practices. Download our SChoolPlan™ Overview in PDF format
Choose Planning and Repoting Module (PRM) and click GO
FREE SCho
2007-2008
Predefined for immediate use
May be printed in PDF format or copied to presentations
Over 200 data views per school
SIGN UP HERE »
Member Login
Data Management (DMM)
Planning and Reporting Module (PRM)
SPELL
SChoolCharts
– Select a County –
– Select a District –
Go
Free SChoolCharts during 2007–2008 »
6th Annual: Using Data to Inform Instruction

6. On the welcome screen, Click **Login to SChoolPlan**.


SANTA CLARA COUNTY OFFICE OF EDUCATION
Welcome to SCHOOL-PLAN!
We encourage you to change your password as it has been reset with this release.
You will notice several enhancements since you last visited the site.
If you have questions please check the FAQ section; you are always encouraged to call us at 408 453 6527 to clarify details.
SCHOOLPLAN
Choose Login to SChool-Plan
Login to SChool-Plan
Thank you,
Standards and Assessment Department
Santa Clara County Office of Education

7. Enter your user name and password.
8. Choose which year you wish to work in. If you choose 2008-09, you will be able to edit 2008-09 and view 2007-08. Make sure you choose the right year when you log in.
9. Click **Sign In.**



4.2 Troubleshooting Login Issues

The most common errors that prevent successful login are:

1. Choosing the incorrect SChoolPlan module. SChoolPlan consists of four modules. **See Chapter 2 – Introduction** – DMM, PRM, SPELL and SChoolCharts. Make sure you have chosen the correct module.
2. Using the incorrect user name or password. If either the user name or password is incorrect, the screen displays a message "Invalid User Name or Password." If this error message appears, please check your user name and password and re-enter it.
3. If you have forgotten either your user name or password, please contact your PRM system administrator. The system administrator will be able to retrieve your user name but not password; your administrator can however reset your password to the default word "password".
4. Use the default password upon your next login. At that time, it would be advisable to use the, **Change Password** option to create a new personalized password. See below for details on how to change your password.

1# Reason Users Can't Login: Using the wrong password for the wrong module of SChoolPlan.

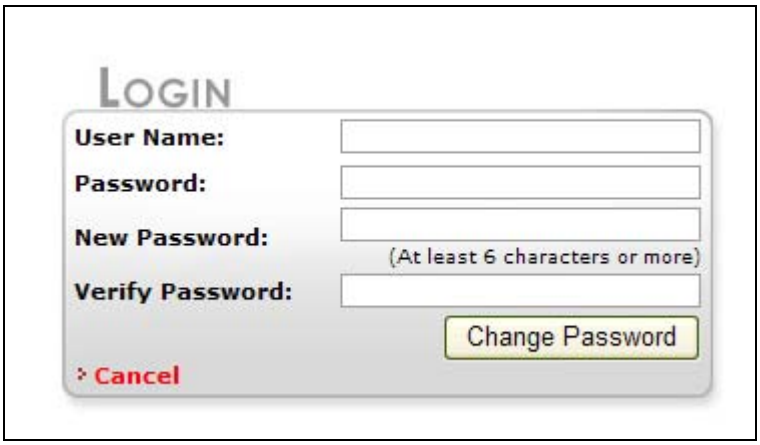
4.3 Changing Your Password

You are assigned a user name and default password when you first start using PRM. In order to preserve the security of your account, it is advisable to change your Password from time to time.

You can change your Password from the Login screen. To change your password:

1. Enter user name and your password in **User Name** and **Password** box.
2. Choose, **Change Password**.
3. The system refreshes the login window. Enter the user name and password in respective textboxes.
4. Enter the new password in **New Password** box.
5. Repeat the new password in **Verify Password** box.
6. Click on **Change Password** button. A message "Password changed successfully" appears. Click **OK** to continue. This saves your new password.
7. You can use the new password to login, on subsequent use of PRM.

You can also change the password by skipping step 1.



4.4 Password Selection

Choose a password using the following guidelines:

- Minimum characters: 6 alphanumeric characters
- Maximum characters: 50 alphanumeric characters
- Passwords are not case sensitive
- Passwords cannot have special characters (i.e. @#$%^&*+=<>. , ! ?)
- It is a good idea to create the same password for yourself in each of the SChoolPlan modules: DMM, PRM and SPELL

4.5 Choosing Year to Edit

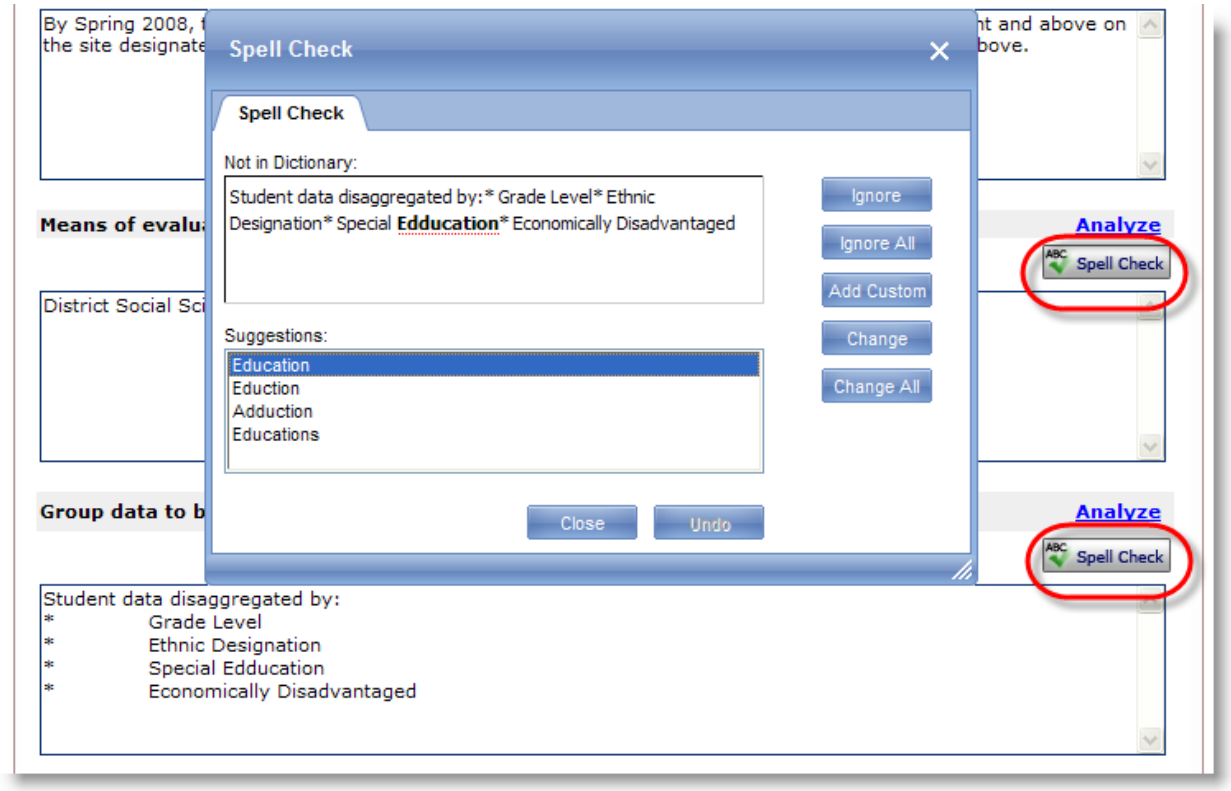
During the spring of each year, users may work on reports for two different years, the current year and the next year. When logging in, choose the year you wish to work in from the **Year** drop down list in the login page. Upon login, you will see tabs for the past year, current year and next year. You will be able to complete the following tasks:

- Edit the year you chose when you logged in – current or future
- Print prior years using the **Reports** menu
- View and print the other year – current or future.

If you want to edit the alternate year, log out and log back with the other year.

4.6 Spell Check

PRM Spell Check works similarly to other Spell Checks in word processing applications. Enter or edit text in narrative boxes throughout the application and then choose the **Spell Check** option. The program will check the spelling of your entry. If a word is spelled incorrectly, the program will suggest a list of words to choose replace the misspelled word. Once you have replaced the correctly spelled word, save your work.

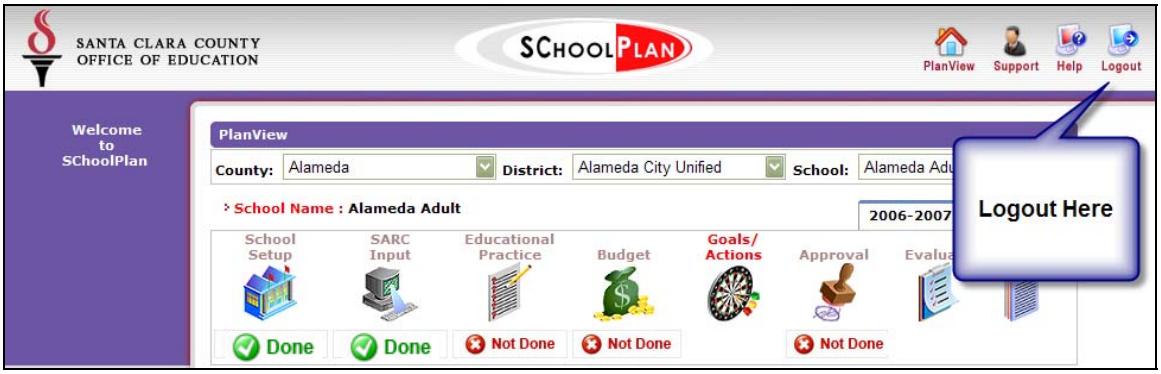


4.7 Session Timeout

In order to ensure application security, PRM automatically logs out a user if the application is left idle for 40 minutes. This is called a session timeout. When a session timeout occurs, the application will terminate all application windows and logs the user out of PRM tool. You will have to log back in. Any work you have not saved will be lost. To avoid losing your work, **SAVE OFTEN**.

4.8 Logout/Application Exit

To leave the application you may choose **Logout** or close your browser.



5 Plan View Page

The Plan View page is the dashboard for navigating throughout PRM. This gives you a status of work completed and tasks to be done. You can click on the Plan View icon on the Support Menu (placed on the top right corner of your screen) to return to the Plan View screen at any time.

5.1 Support Menu

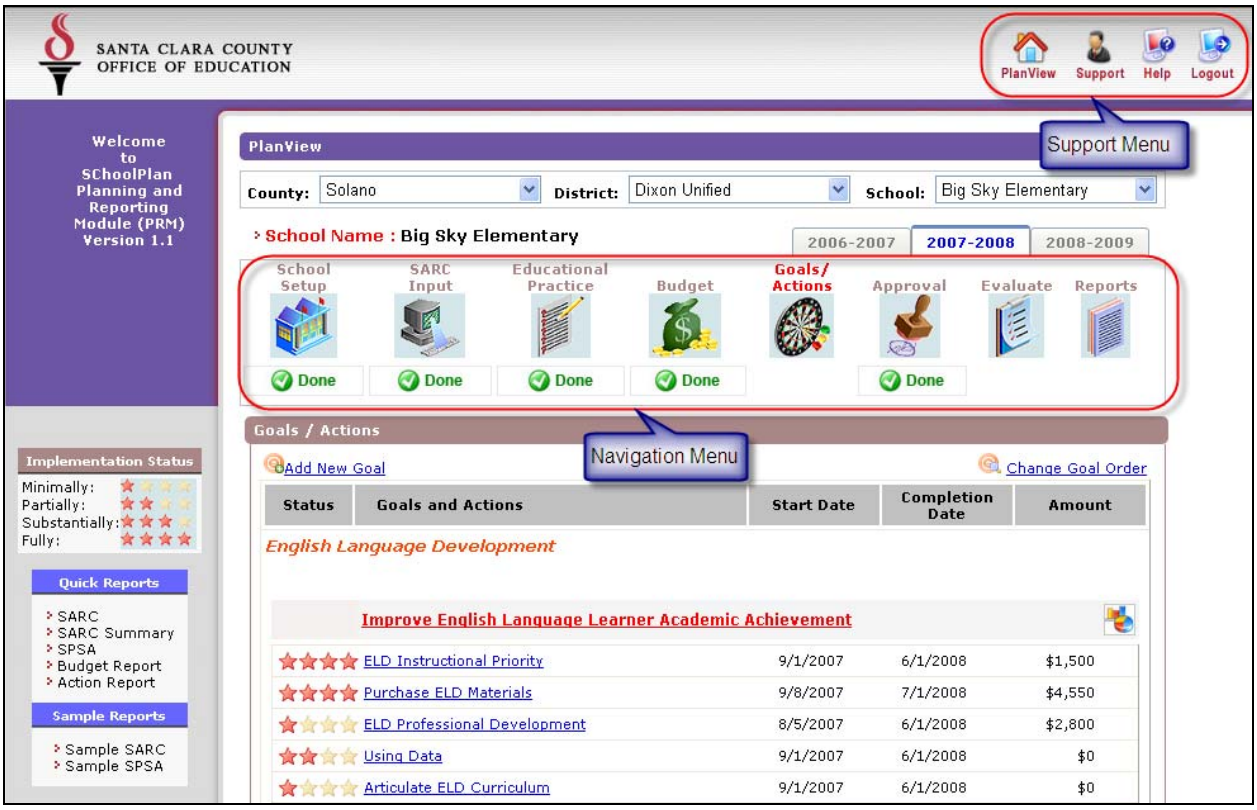
The Support Menu is located on the top right of the screen.
The following table describes the options available on the Support Menu:

Option	*Description*
	Plan View: serves as the home page. Every screen has the Plan View Icon on the top right corner. The Plan View page provides access to all sections of the program.
	Support: Displays a message directing the user to contact their District Office Support Services.
	Help: Online help menu provides descriptions on how to use the application by subject. It includes a search feature to allow for easy answers to user questions about how to use the application.
	Logout: Logs the user out of the application.

If you are LOST in the application, to get HOME click the Plan View icon on the Support Menu.

5.2 Navigation Menu

Across the top of the screen, you will find the Navigation Menu with eight large menu icons. Click on an icon to access the related module. When you choose an icon, a new screen will open. You will see tabs along the side bar of the new screen. Those tabs give you access to additional screens in each section.



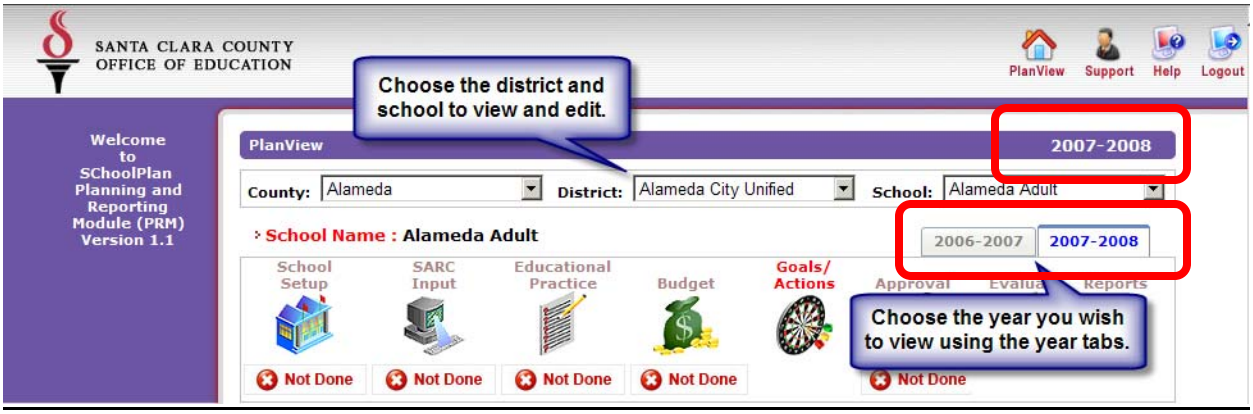
The following is a description of each of the icons on the Navigation Menu:

Icon	Description
	School Setup: Use this function to view basic school information such as address and contact information, which is pre-populated from CDE. Enters remaining information, indicate if the school is in PI or SAIT and upload school logo.
	SARC Input: Much of the information needed to complete the SARC is preloaded into the application. You can view this information but not edit it. Enter the remaining information necessary to complete the SARC here.
	Educational Practice: Input answers to the ten CDE Educational Practice questions and two Student Performance questions for the SPSA here.
	Budget: Enter and view how much money is budgeted to the school from each categorical funding source here.

Icon	Description
Goals/ Actions	**Goals/Actions**: Enter measurable goals the school will seek to achieve through relevant and accountable actions. You can analyze data, include charts in the SPSA, delineate how funds will be spent and attach educational resources.
Approval	**Approval:** Summary of all site council members, the dates they approved the plan and the dates that the board approved the plan. Enter site council member names here.
Evaluate	**Evaluate:** You can track your school's progress toward meeting SPSA Goals. Indicate the implementation status of each action and enter comments about their progress.
Reports	**Reports**: Generate, view and print all reports: • SARC • SPSA • Budget • Action

5.3 Site Selection

In PRM **Plan View** page, school users will only see the school they are associated with, but district users will be able to choose which school they wish to view.

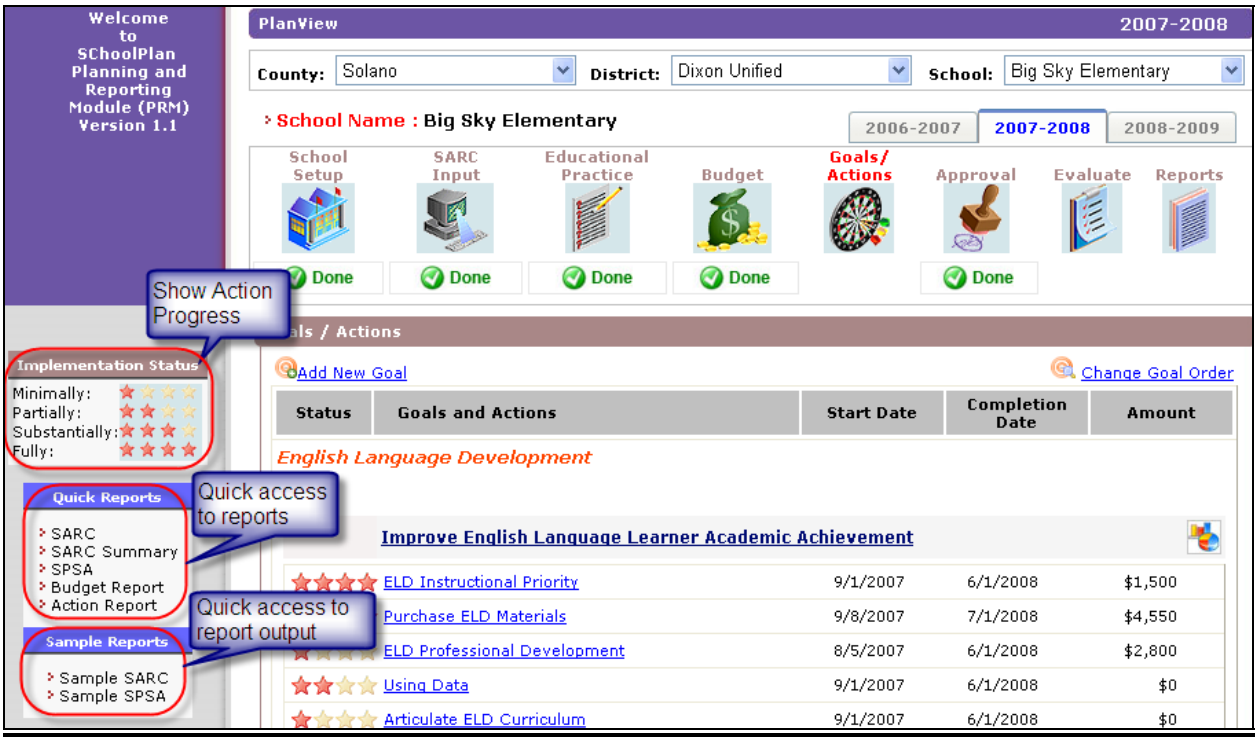


5.4 Year Selection

When you log into PRM you will choose which year you wish to work on. Once in the program you will be able to edit that year. You will be able to view the past year, but not edit it.

5.5 Implementation Status Legend

When a school determines it has made progress towards completing an Action, it can indicate progress in the **Monitor** section. Red stars on the **Plan View** and **Goals/Actions** pages indicate progress status.



5.6 Quick Reports

When you choose **Quick Reports**, you are linked directly to the report generation screen for the SARC, SARC Executive Summary, Budget, SPSA and Action Report. Reports are also available under the Reports link on the Plan View screen.

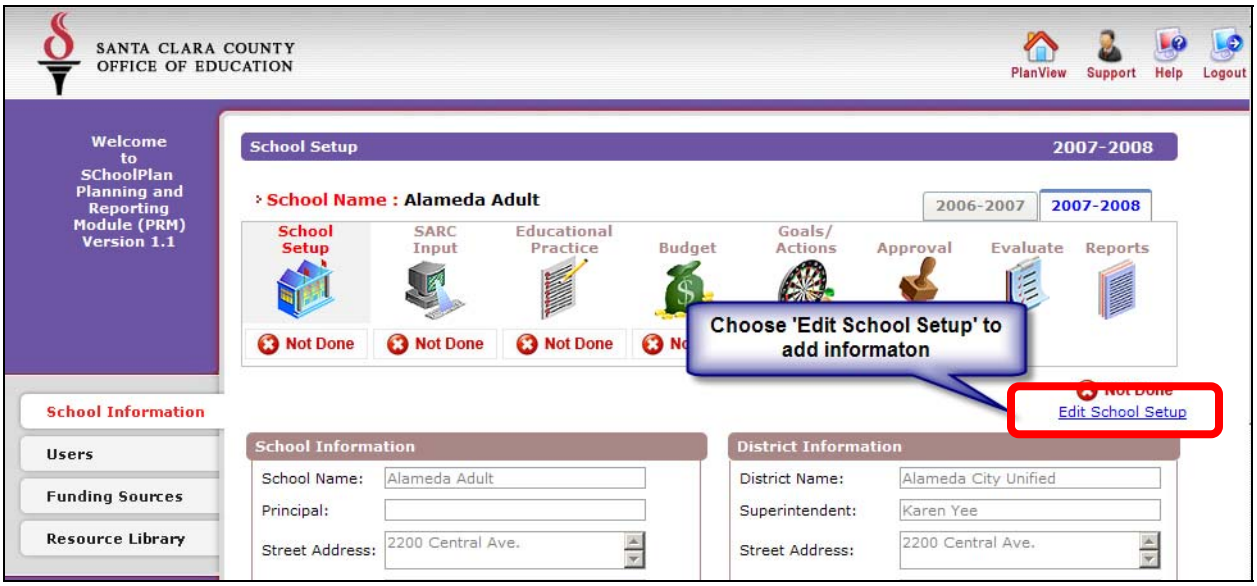
5.7 Sample Reports

When you choose **Sample Reports**, you can view sample reports of either SARC or SPSA. This gives an insight to the SARC or SPSA report output.

5.8 School Setup

5.8.1 School Information

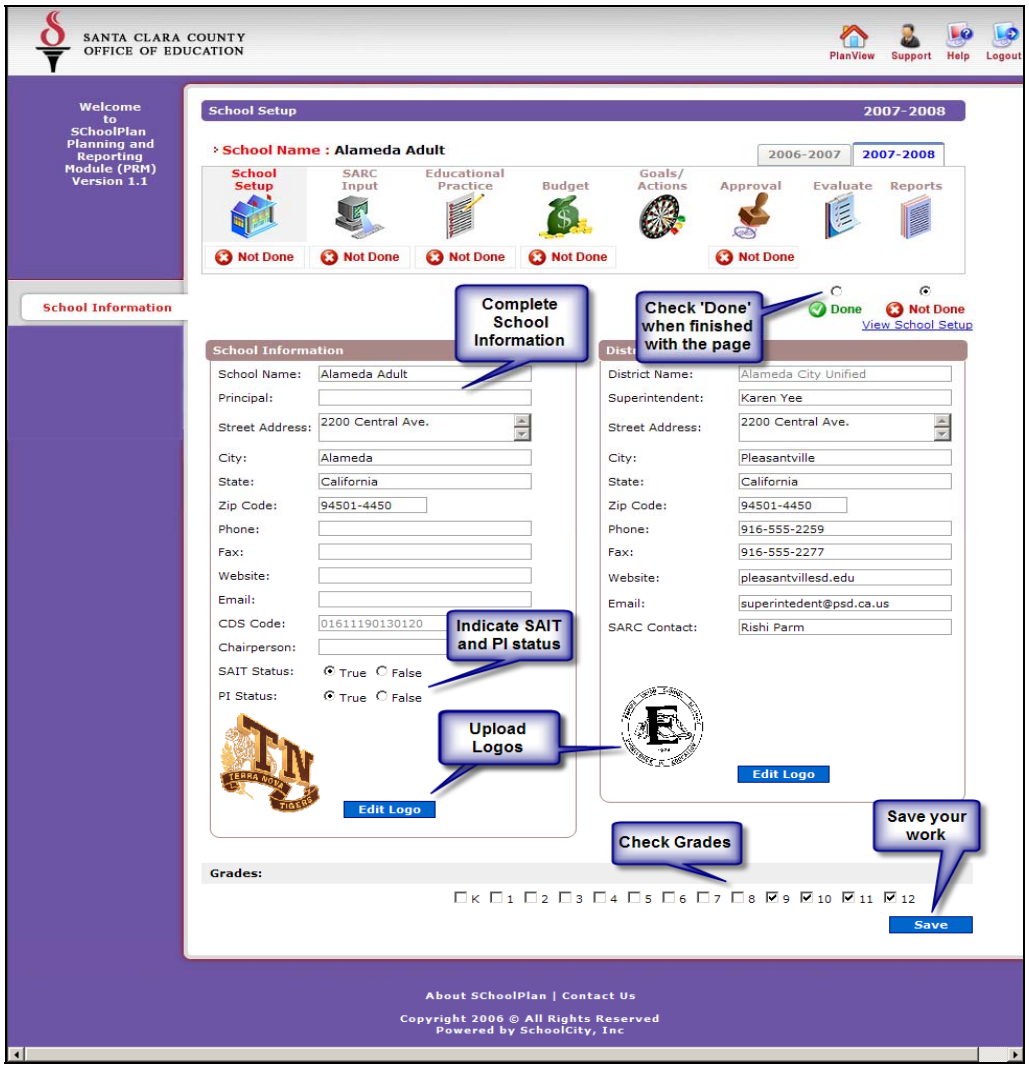
Information entered in the **School Information** page is used in both the SARC and SPSA reports. Choose **Edit School Setup** to edit the **School Information** page.



Schools should review the information pre-populated on the **School Information** page to make sure it is correct. If it is incorrect, contact the California Department of Education (CDE) to notify them of the error. Complete the remaining blank fields.

First users should review the list of grades in the School Information and District Information sections. Check the grades that are relevant to your school. When the page is complete, choose **Done** and then **Save**. Throughout the application, you will have the option of choosing **Done** when you are finished. This radio button triggers the application to show the green **Done** icon below the applicable icon. By scanning the top row of icons on the application, you can quickly see which sections are complete and which sections are incomplete. The **Done** option is available on the following sections:

- School Setup
- SARC Input
- Educational Practice
- Budget
- Approval

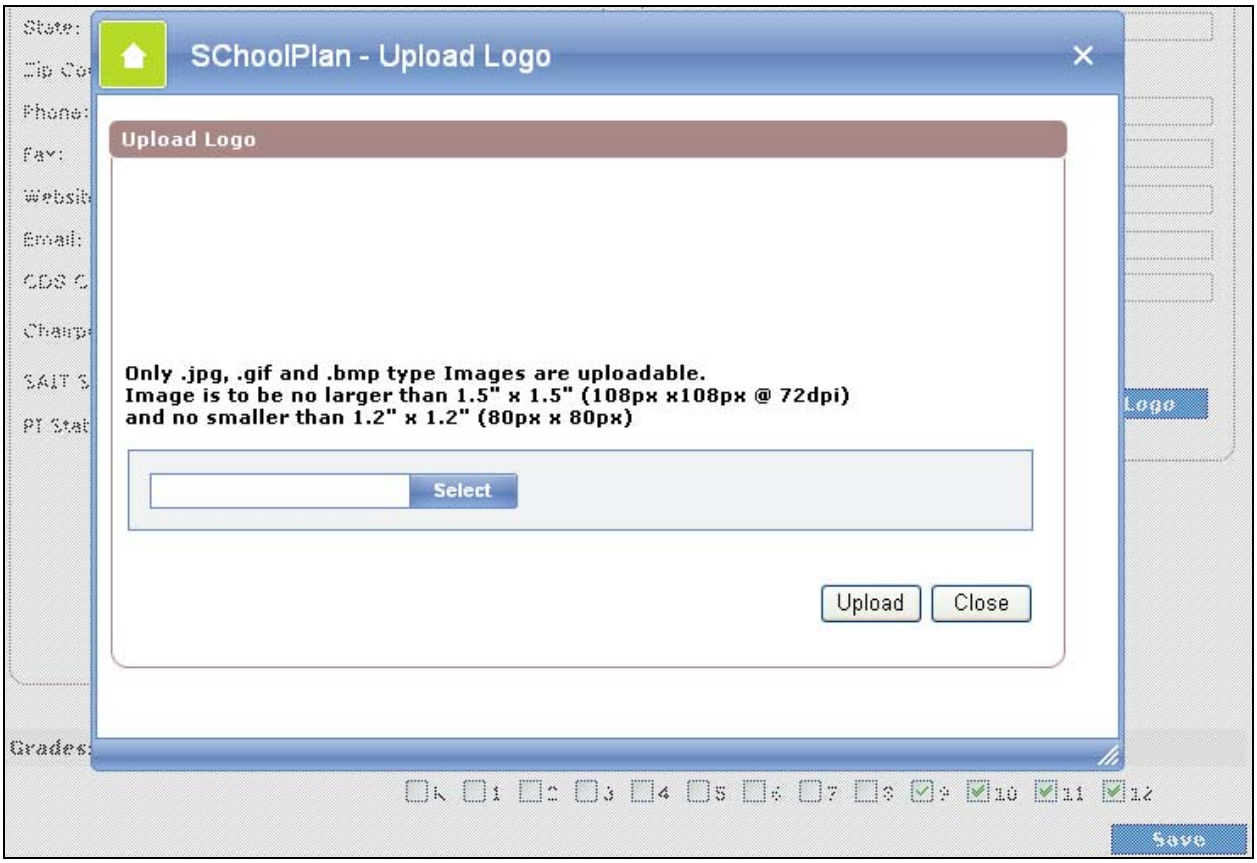


5.8.2 Uploading Logos

The SARC and SPSA reports use school logos on the cover page. School logos can be uploaded to be included on the reports.

To upload your school logo,

1. Choose **Upload Logo**. Users with district administrator role can upload both school and district logos. Users with school administrator roles can only upload school logos.
2. Choose **Upload Image**. Browse to the location of the logo file in your computer. Use image-editing software to adjust logo sizes. *It is very important that the image size fit these specifications:*
   - Maximum image size for the logo is 1.5" x 1.5" (108px x 108px @ 72dpi)
   - Minimum size is 1.2" x 1.2" (80px x 80px)
   - Logos must be either in a .jpg, bmp or .gif file format for upload
3. Choose **Browse** from the School Logo screen.
4. Find the image of the logo on your computer and click **Open**.
5. When you are directed back to the Upload Logo page, click **Upload**.


SChoolPlan - Upload Logo
Upload Logo
Only .jpg, .gif and .bmp type Images are uploadable.
Image is to be no larger than 1.5" x 1.5" (108px x108px @ 72dpi)
and no smaller than 1.2" x 1.2" (80px x 80px)
Select
Upload
Close
Save

6. Once the image is uploaded successfully, you will be able to see it on the School Information page.

5.8.3 SAIT and PI Status

School may be under the guidance of School Assistance and Intervention Team (SAIT)[5] and/or designated under Program Improvement (PI)[6]. If so, they should indicate their status on the School Information page.

[5] **School Assistance and Intervention Teams** (SAIT) provide intensive support and monitoring to assist state-monitored schools in improving student learning. Schools participating in the Immediate Intervention/Underperforming Schools Program (II/USP) or High Priority schools Grant Program (HPSGP) must meet their program's definition of significant growth, based on the results of the Schoolwide Academic Performance Index (API), or the school is deemed state-monitored. Each school participating in either the II/USP or HPSGP must meet its program's definition of significant growth each year until the school exits the program. More information on about SAIT may be found at http://www.cde.ca.gov/ta/lp/sm/sait.asp

[6] **Program Improvement**: All schools and local educational agencies (LEAs) that do not make Adequate Yearly Progress (AYP) are identified for Program Improvement (PI) under the No Child Left Behind act of 2001. More information about PI Requirements may be found at http://www.cde.ca.gov/ta/ac/ti/programimprov.asp

5.9 Users

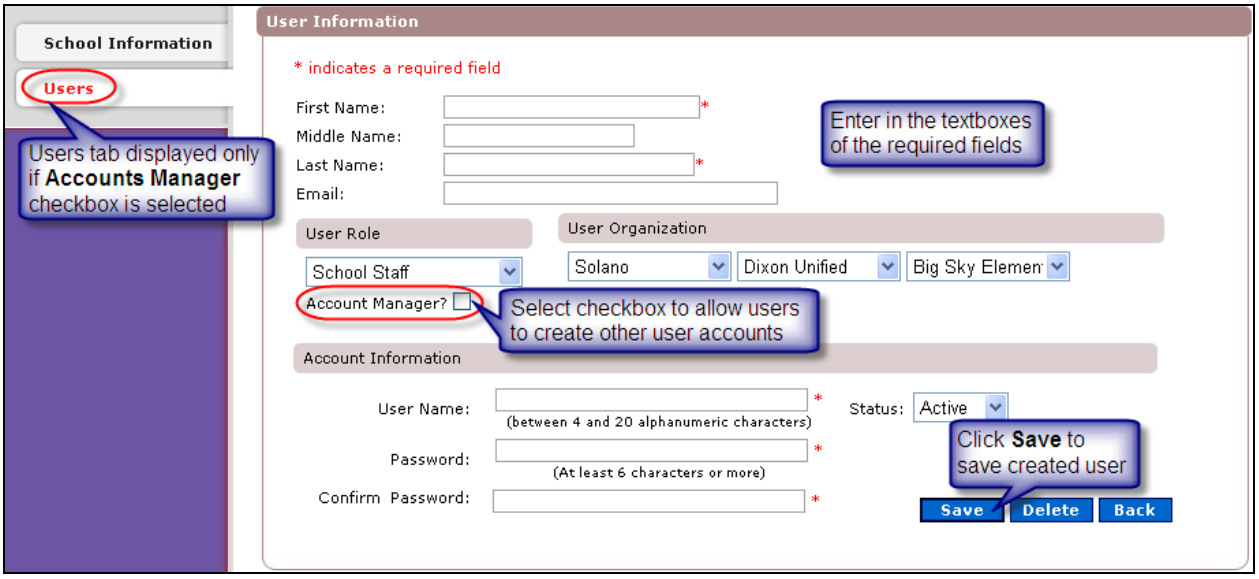
Only users designated as system administrators will see the **Users** tab in the **School Setup** section. View a list of current users by choosing the **Users** tab. Click on the user's name to edit or delete a user.

To create new accounts for a new user enter their basic information into the **User** section. It is important to select the correct role for each user, as only administrators can both view and enter data in the system.

Administrators: Enter and View Data	Support Staff: View Data
School Administrators	School Staff
District Administrators	District Staff
County Administrators	County Staff

Check the Account Manager box when you want the new user to have access to the **User** section. Some districts have only one or two people at the district level who are able to set up new user accounts. Other districts set up an Account Manager at each school. There is no right or wrong number of Account Managers.

Account managers should choose a unique user name and password for each new user. User names must be at least four characters long and passwords must be at least six, alphanumeric characters long. User name and password are not case sensitive and cannot have special characters or punctuation (i.e. @#$%^&*+=<> . , ! ?) It is a good idea to give users the same user name in each of the SChoolPlan modules: DMM, PRM and SPELL. Note: you cannot change your SChoolCharts user name.



5.10 Editing Users

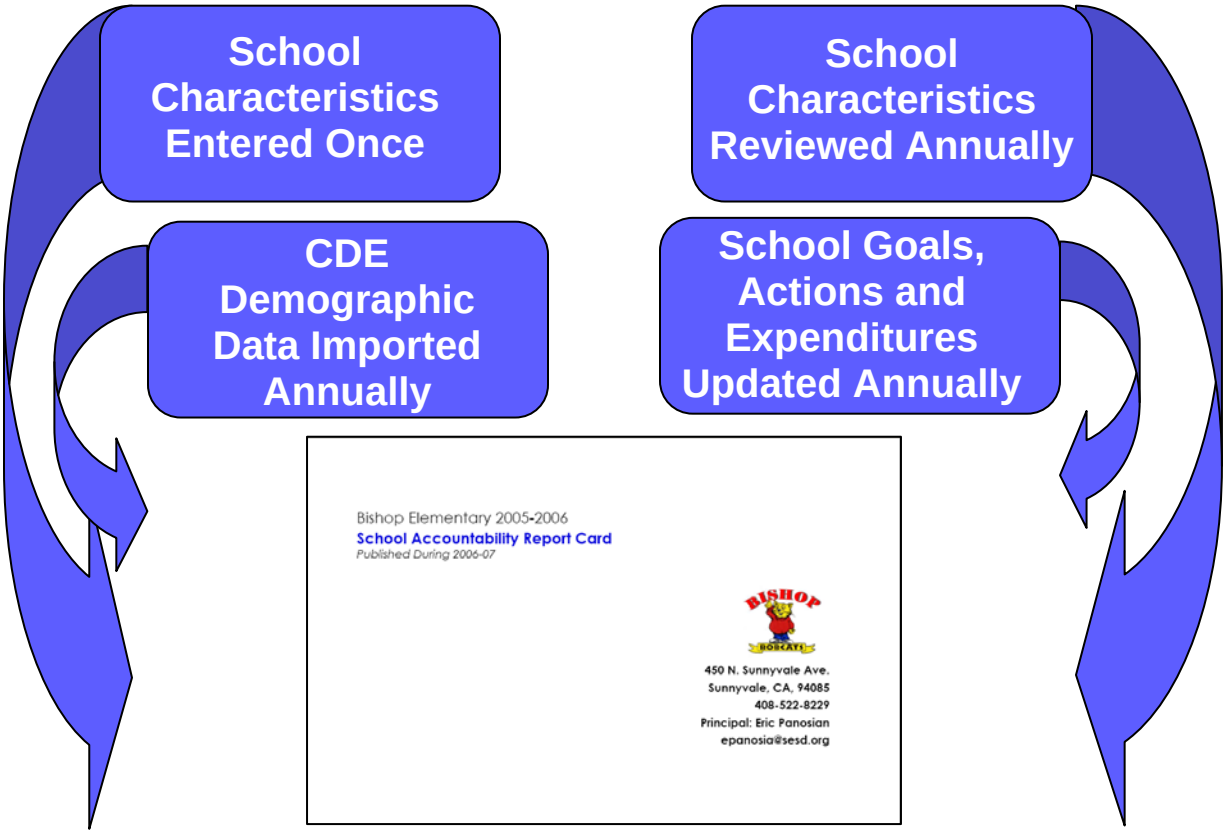
Account mangers use the User tab to edit user information. All fields can be edited. There are two ways to end a user's access to the application: change their status to inactive or delete their account.

6 School Accountability Report Card

Each school in California is required to complete a SARC every year. The SARC includes school demographic data, student assessment data and descriptions of the school and its quality. The PRM module provides an easy, sequential way to edit and enter school information in the SARC. Once complete, the full version and/or an executive summary of the SARC can be generated.

Information comes from three places to complete the SARC.

1. Information from CDE is pre-populated in PRM template for each school.
2. PRM carries information over from year to year. Schools review this information annually and edit appropriately. When a school is new to PRM, they will have to enter this type of information by writing new narratives or transferring existing text from another source. Often, schools will have this information in their prior year's SARC. If that is the case, they can copy and paste the information into PRM.
3. The third type of information must be entered every year, by each individual school. This type of data includes the amount of money spent per pupil, the number of teachers that are teaching outside of their credential area and graduation information.



6.1 SARC Input

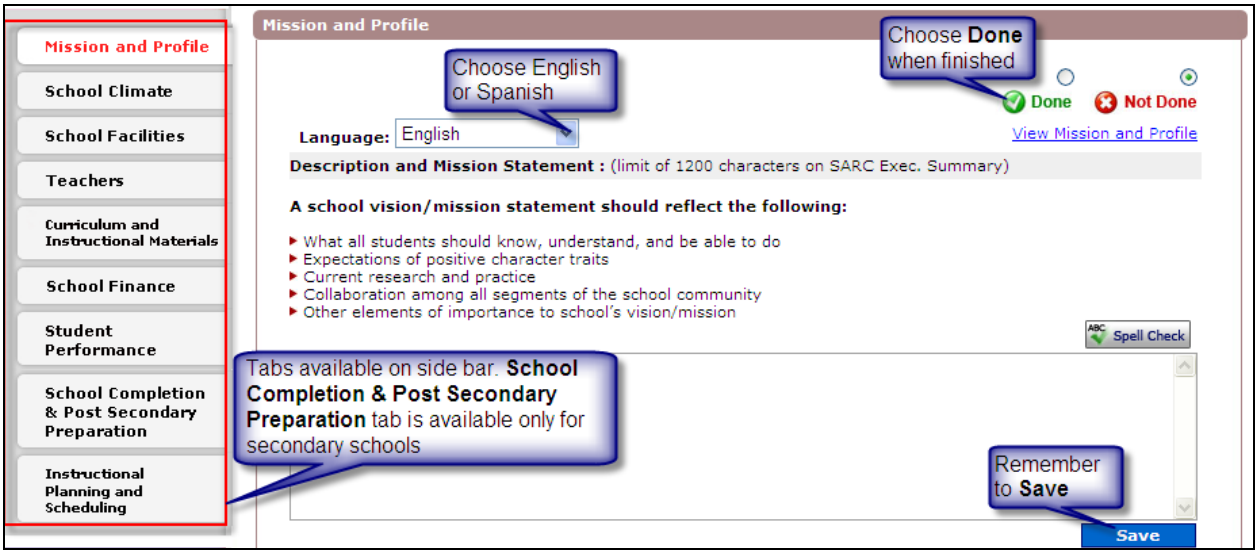
Enter the information needed to complete the SARC in the **SARC Input** section. When you choose the **SARC Input** icon, the screen will have either eight or nine tabs on the side bar of the screen. (Secondary schools have nine tabs.) Once the information in those eight or nine tabs is complete, the School's SARC is complete. See the **Report** section to learn how to print the SARC.

Start with the first tab, **Mission and Profile**. On this page (and all of the editable pages), there will be a link on the right side that allows you to edit the page. In this case, it is called, **Edit Mission and Profile**.

Select **Edit Mission and Profile.** When the page opens, you will be able to fill in each of the SARC sections. Remember to **Save** when you complete each section and choose **Done** to update the status when the whole page is complete. Move down the tabs and complete each section of the SARC. Once all of the pages show **Done** the indicator on the Page View will also show **Done**.

6.1.1 Spanish Language SARC

The SARC and Executive SARC can be created in both English and Spanish. In each section of the SARC, you will have the option at the top of the page of which language you will be entering the information in. We recommend that you enter all of the SARC information in English and then go back and enter the same information in Spanish. See the reports section to learn how to print both versions.


Mission and Profile
School Climate
School Facilities
Teachers
Curriculum and Instructional Materials
School Finance
Student Performance
School Completion & Post Secondary Preparation
Instructional Planning and Scheduling
Mission and Profile
Choose English or Spanish
Choose Done when finished
Done
Not Done
Language: English
View Mission and Profile
Description and Mission Statement : (limit of 1200 characters on SARC Exec. Summary)
A school vision/mission statement should reflect the following:
What all students should know, understand, and be able to do
Expectations of positive character traits
Current research and practice
Collaboration among all segments of the school community
Other elements of importance to school's vision/mission
Spell Check
Tabs available on side bar. School Completion & Post Secondary Preparation tab is available only for secondary schools
Remember to Save
Save

6.1.2 School Information

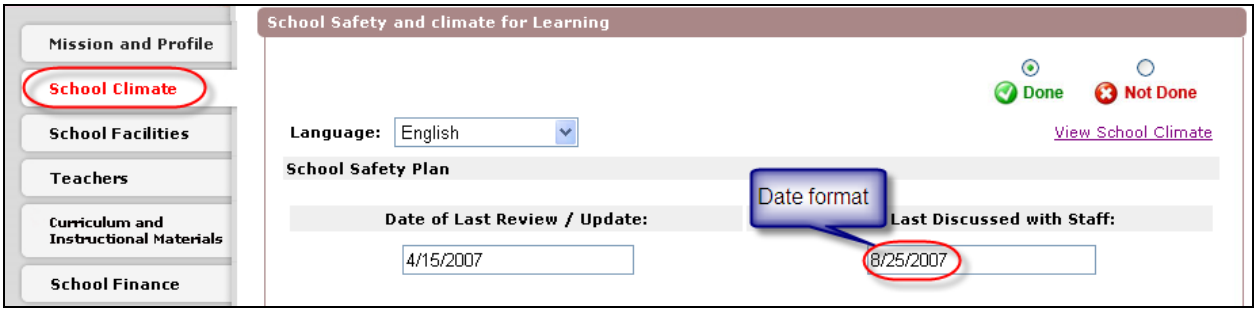
Description and Mission Statement:
Enter the school mission statement, vision and description of the school, as you want them to appear in the SARC and SPSA. A truncated version will appear in the SARC executive summary. PRM will end the text at approximately 1,200 characters.

Description/Profile
Enter a description of the school. Schools often include information about student and teacher demographics, academic focus, array of courses offered, academic events, after-school activities and clubs. The description can also include information about the community, including a description of the neighborhood, parental involvement and local business involvement. The PRM application will end the text at approximately 1,200 characters.

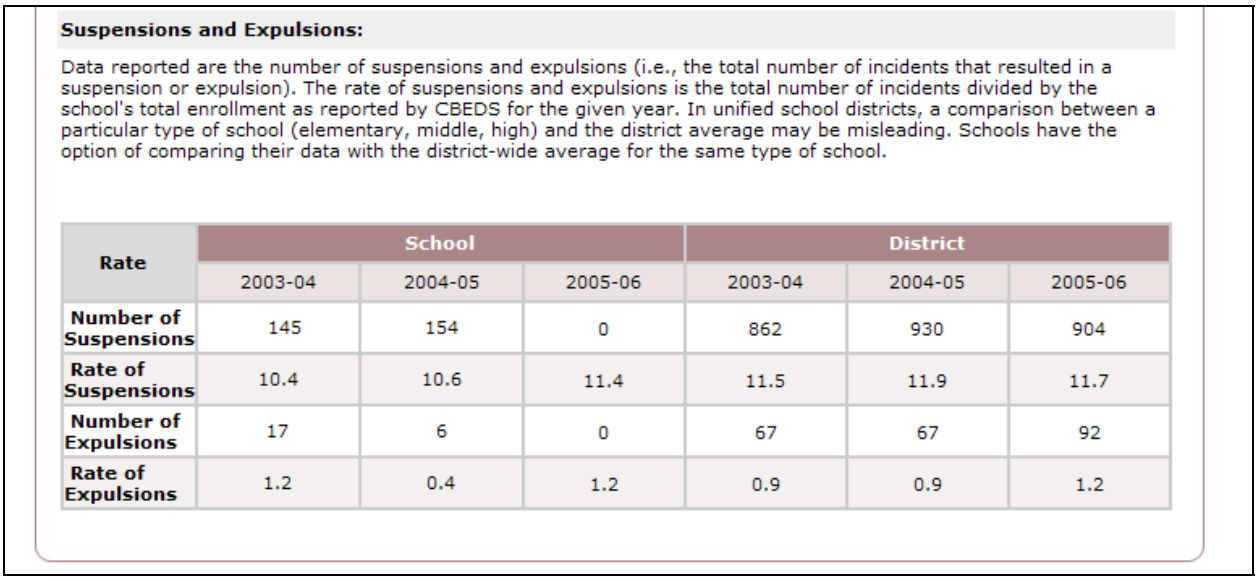
Parental Involvement
Enter a detailed description of how parents are involved in the school and how interested to parents and community members can volunteer in the school.

6.1.3 School Climate

School Safety Plan
Enter the dates when you last reviewed and discussed the School Safety Plan. When entering dates, use the following mm/dd/yyyy format: 00/00/0000. You may paste the existing School Safety Plan into this text box. If it is very lengthy, you may want to simply enter “See attached Safety Plan” and append the plan SARC printed from PRM.



Suspensions and Expulsions
When entering numbers into the **Suspensions and Expulsions** section (or any other area), only numbers, commas and decimal points can be entered. Do not use dollar or percent signs. Schools must enter both the number of students who were suspended or expelled and the percentage of students suspended or expelled.



Suspensions and Expulsions:

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Number of Suspensions	145	154	0	862	930	904
Rate of Suspensions	10.4	10.6	11.4	11.5	11.9	11.7
Number of Expulsions	17	6	0	67	67	92
Rate of Expulsions	1.2	0.4	1.2	0.9	0.9	1.2

6.1.4 School Facilities

The **School Facilities** sections addresses concerns brought about by the Williams Settlement[7]. Schools should check **Yes** if the Item Inspected is in good condition. If the item needs repair, enter an explanation of the needed repair and the expected remedy. Complete the **Overall Summary of School Facility Good Repair Status** section.

6.1.5 Teachers

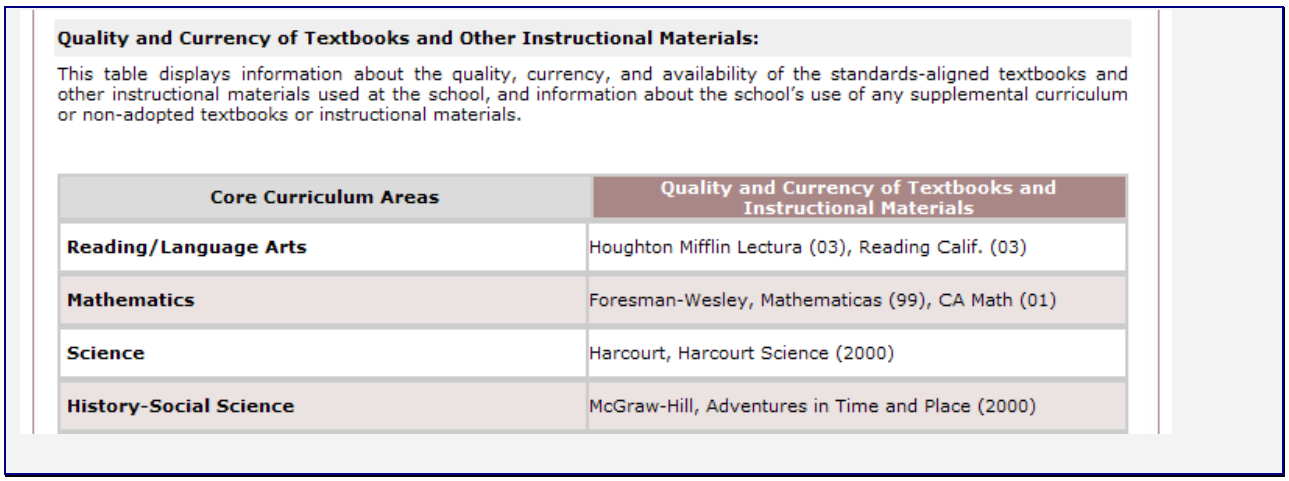
The **Teachers** page details specifics about the qualifications of teachers at the school as well as the qualities of the school's teachers.

6.1.6 Curriculum and Instructional Materials

The **Curriculum and Instructional Materials** section also details information addressed by the Williams Settlement. Enter a description of school textbooks, describe if they are high quality and if they contain current information. One way to address if the information is current or not is to list the date the book was published.

The state of California recently changed how they want schools to report if their textbooks are both high quality and current. Here is an example of how Big Sky Elementary School filled out that section.

[7] After many years of intense litigation, the parties in the case reached a Settlement Agreement on August 13, 2004. On August 23, 2004, San Francisco Superior Court Judge Peter J. Busch granted preliminary approval of the Settlement Agreement and subsequently approved this Notice. A complete copy of plaintiff's Notice of Settlement attaching the parties' complete Settlement Agreement may be downloaded at http://www.decentschools.org/settlement.php or members of the class or their parents and guardians can obtain copies by mail by calling the toll-free number, 1-877-532-2533.



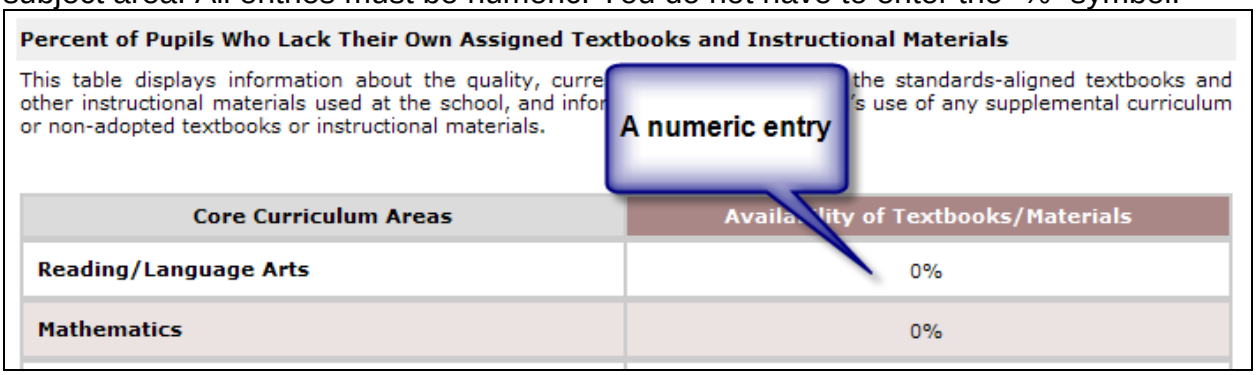
Quality and Currency of Textbooks and Other Instructional Materials:

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Areas	Quality and Currency of Textbooks and Instructional Materials
Reading/Language Arts	Houghton Mifflin Lectura (03), Reading Calif. (03)
Mathematics	Foresman-Wesley, Mathematicas (99), CA Math (01)
Science	Harcourt, Harcourt Science (2000)
History-Social Science	McGraw-Hill, Adventures in Time and Place (2000)

Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials:

Enter the percent of students who do not have access to their own textbook in each subject area. All entries must be numeric. You do not have to enter the "%" symbol.



Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials

This table displays information about the quality, curre the standards-aligned textbooks and other instructional materials used at the school, and infor 's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

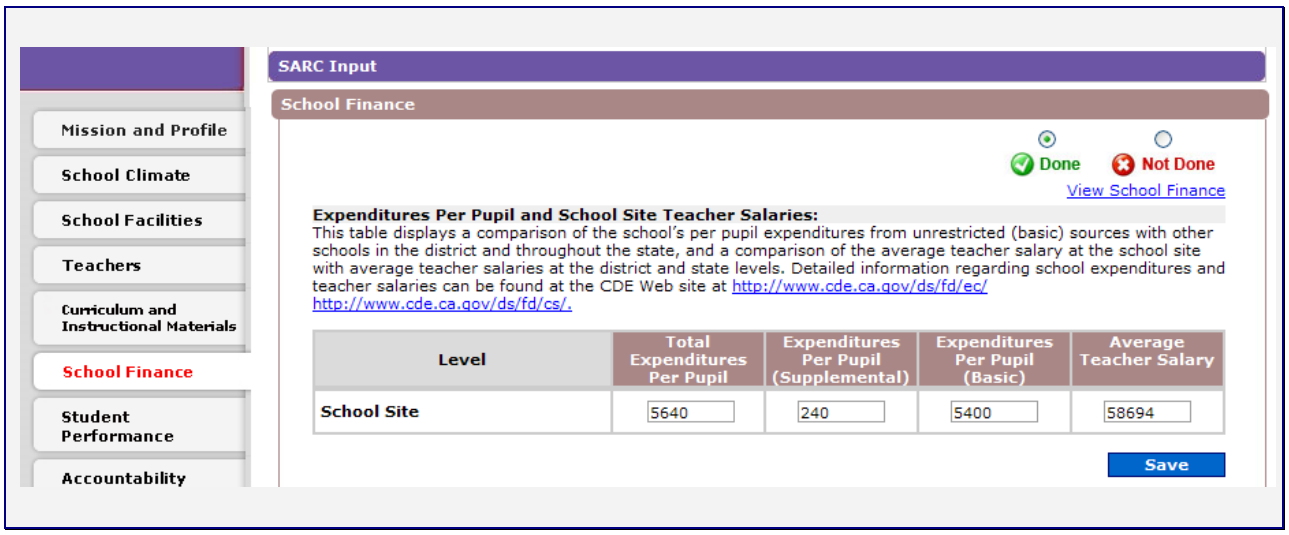
A numeric entry

Core Curriculum Areas	Availa lity of Textbooks/Materials
Reading/Language Arts	0%
Mathematics	0%

6.1.7 School Finance

Enter the amount the school spends in each section. Ask your district administrator for help if you are unsure of these figures.

An example of how Blue Sky Elementary School completed the **Expenditures Per Pupil and School Site Teacher Salaries** section.


SARC Input
School Finance
Mission and Profile
School Climate
School Facilities
Teachers
Curriculum and Instructional Materials
School Finance
Student Performance
Accountability
Done
Not Done
View School Finance
Expenditures Per Pupil and School Site Teacher Salaries:
This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/
http://www.cde.ca.gov/ds/fd/cs/.
Level
Total Expenditures Per Pupil
Expenditures Per Pupil (Supplemental)
Expenditures Per Pupil (Basic)
Average Teacher Salary
School Site
5640
240
5400
58694
Save

6.1.8 Student Performance

The **Local Assessment** section of the SARC is not required by the CDE. It is an opportunity for schools to highlight how well students are performing on local assessments. When printing the SARC report, select the **Include Local Assessments** checkbox to include local assessments in the report output.

Each entry represents information about:
1. The average of all of the students at the school in a specific grade;
2. Results of a single local assessment.

For example, if all second graders at the Big Sky Elementary School took the Reading Lions Reading Assessment in the fall of 2006, and 67% students met or exceeded the district's 2nd grade reading standard; they would enter 67 in the 2nd grade Reading box for 2006.

6.1.9 Instructional Planning and Scheduling

Professional Development

This section provides information on training programs for school's teachers and other professional staff. Enter the information in the textbox and click **Save**.

Continuation School Instructional Days

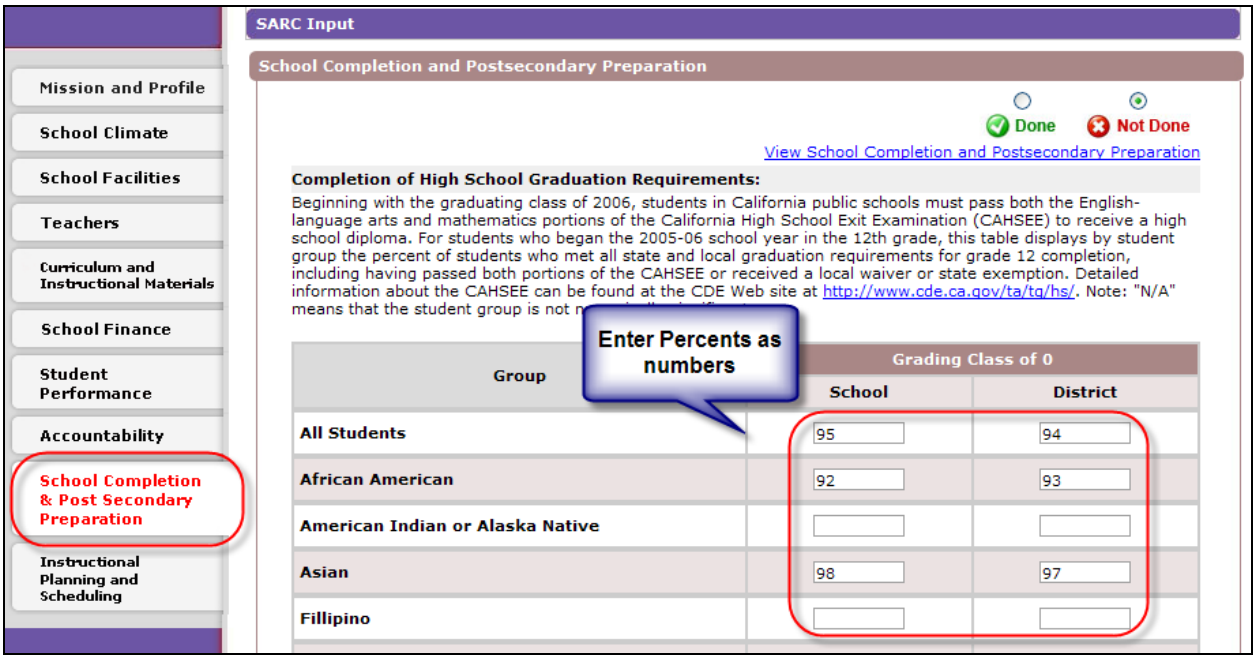
This section is available only for secondary schools. Enter number of instructional days offered for the grades in the textbox.

6.1.10 School Completion & Post Secondary Preparation

This tab is available only to secondary schools.

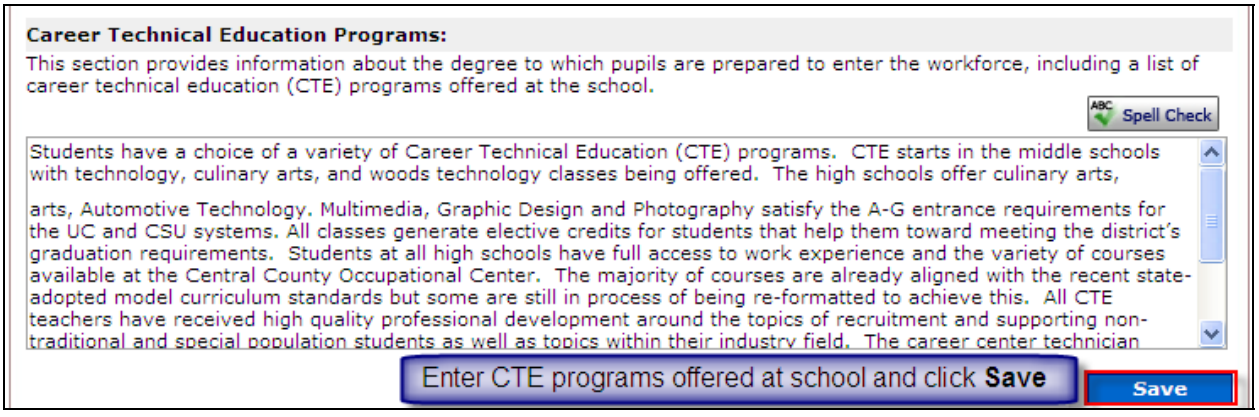
Completion of High School Graduation Requirements

Enter the percent of students who have met the high school graduation requirements, not the number of students who met the requirements.


SARC Input
School Completion and Postsecondary Preparation
Mission and Profile
School Climate
School Facilities
Teachers
Curriculum and Instructional Materials
School Finance
Student Performance
Accountability
School Completion & Post Secondary Preparation
Instructional Planning and Scheduling
Done
Not Done
View School Completion and Postsecondary Preparation
Completion of High School Graduation Requirements:
Beginning with the graduating class of 2006, students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2005-06 school year in the 12th grade, this table displays by student group the percent of students who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at http://www.cde.ca.gov/ta/tg/hs/. Note: "N/A" means that the student group is not
Enter Percents as numbers
Group
Grading Class of 0
School
District
All Students 95 94
African American 92 93
American Indian or Alaska Native
Asian 98 97
Fillipino

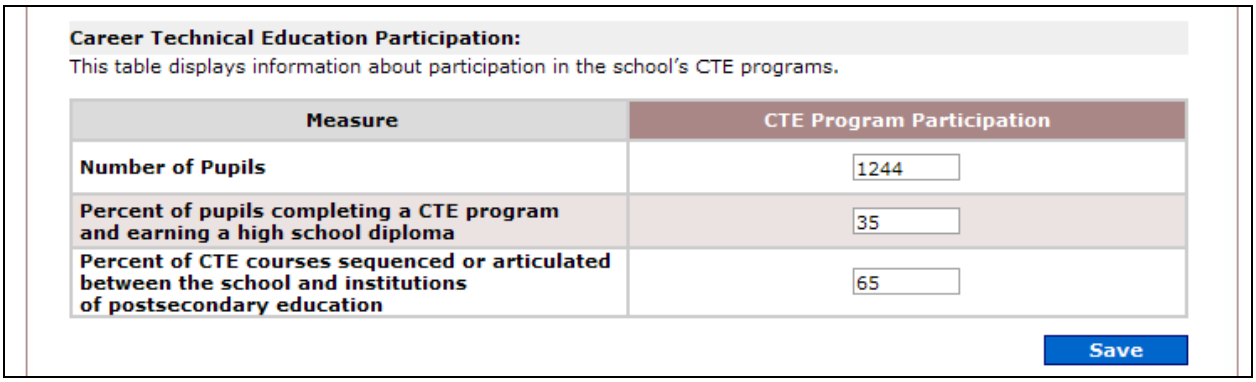
Career Technical Education Program

This section provides information about CTE programs offered at the school. Enter the information on the programs in the textbox.


Career Technical Education Programs:
This section provides information about the degree to which pupils are prepared to enter the workforce, including a list of career technical education (CTE) programs offered at the school.
Spell Check
Students have a choice of a variety of Career Technical Education (CTE) programs. CTE starts in the middle schools with technology, culinary arts, and woods technology classes being offered. The high schools offer culinary arts,
arts, Automotive Technology. Multimedia, Graphic Design and Photography satisfy the A-G entrance requirements for the UC and CSU systems. All classes generate elective credits for students that help them toward meeting the district's graduation requirements. Students at all high schools have full access to work experience and the variety of courses available at the Central County Occupational Center. The majority of courses are already aligned with the recent state-adopted model curriculum standards but some are still in process of being re-formatted to achieve this. All CTE teachers have received high quality professional development around the topics of recruitment and supporting non-traditional and special population students as well as topics within their industry field. The career center technician
Enter CTE programs offered at school and click Save
Save

Career Technical Education Participation

Enter numbers that represent the Career Technical Education Participation at the school.


Career Technical Education Participation:
This table displays information about participation in the school's CTE programs.
Measure
CTE Program Participation
Number of Pupils
1244
Percent of pupils completing a CTE program and earning a high school diploma
35
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education
65
Save

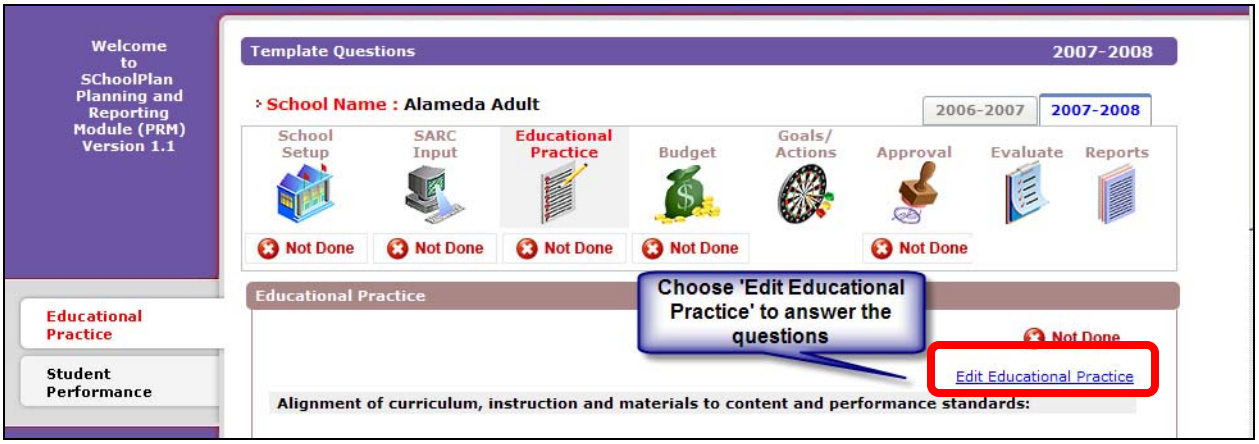
6.1.11 SARC Completed

Once each of the individual sections of the SARC is complete, then the **SARC Input** icon will show **Done.**

7 Single Plan for Student Achievement

7.1 Educational Practice

The educational practice section of the PRM includes data entry for both the Educational Practice and Student Performance sections of the state SPSA template. CDE does not require schools complete this section unless they are in intervention. To enter answers to the twelve **Educational Practices** questions, click on the **Educational Practice** tab on the side bar.



Click the **Student Performance** tab on the side bar to enter the **Student Performance** section. This section summarizes the results of a variety of student performance results including state and local assessments.

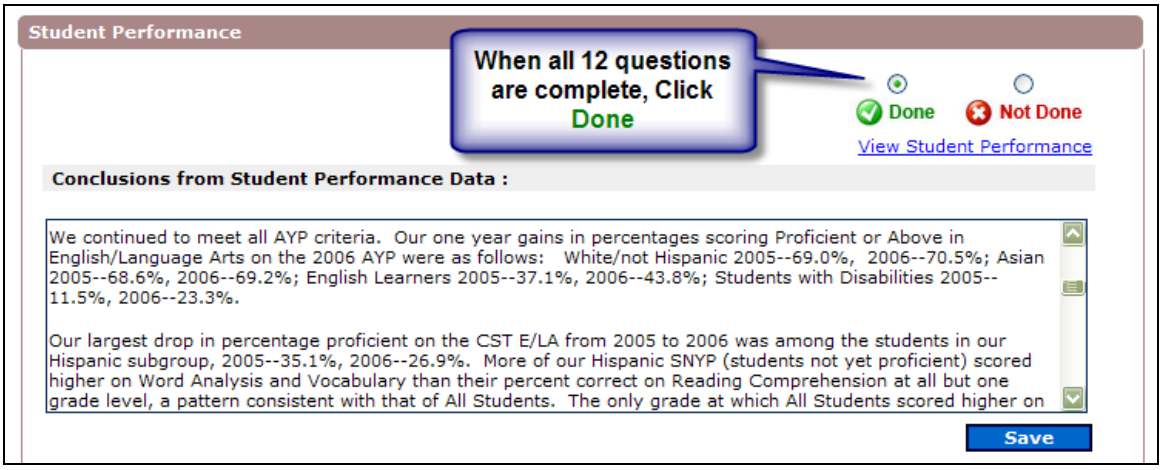
BIG SKY ELEMENTARY LADYBUGS

Big Sky school answered the **Conclusions from Parent, Teacher and Student Input** question of the **Student Performance** section: Survey results from staff, parents and teachers indicated that each group agreed that the mission was clear (mean 3.4 on a scale of 1-4, 4 being the highest). Leadership, high expectations, curriculum alignment to state standards and safe environment also received 3.3 or higher. In comparison, parent/community involvement, especially student progress reports and resources, are areas that each group indicated as areas that are not working. The mean for parent/community involvement was only 2.7 on a scale of 1-4.

HOT TIP

Save after each section, not just at the bottom of the page.

Once you indicate **Done** on both the **Educational Practice** and **Student Data** sections, the Plan View page will show you are done. The **Educational Practice** section is printed at the end of the SPSA Report, if the checkbox to include it is selected.


Student Performance
When all 12 questions are complete, Click Done
Done
Not Done
View Student Performance
Conclusions from Student Performance Data :
We continued to meet all AYP criteria. Our one year gains in percentages scoring Proficient or Above in English/Language Arts on the 2006 AYP were as follows: White/not Hispanic 2005--69.0%, 2006--70.5%; Asian 2005--68.6%, 2006--69.2%; English Learners 2005--37.1%, 2006--43.8%; Students with Disabilities 2005--11.5%, 2006--23.3%.
Our largest drop in percentage proficient on the CST E/LA from 2005 to 2006 was among the students in our Hispanic subgroup, 2005--35.1%, 2006--26.9%. More of our Hispanic SNYP (students not yet proficient) scored higher on Word Analysis and Vocabulary than their percent correct on Reading Comprehension at all but one grade level, a pattern consistent with that of All Students. The only grade at which All Students scored higher on
Save

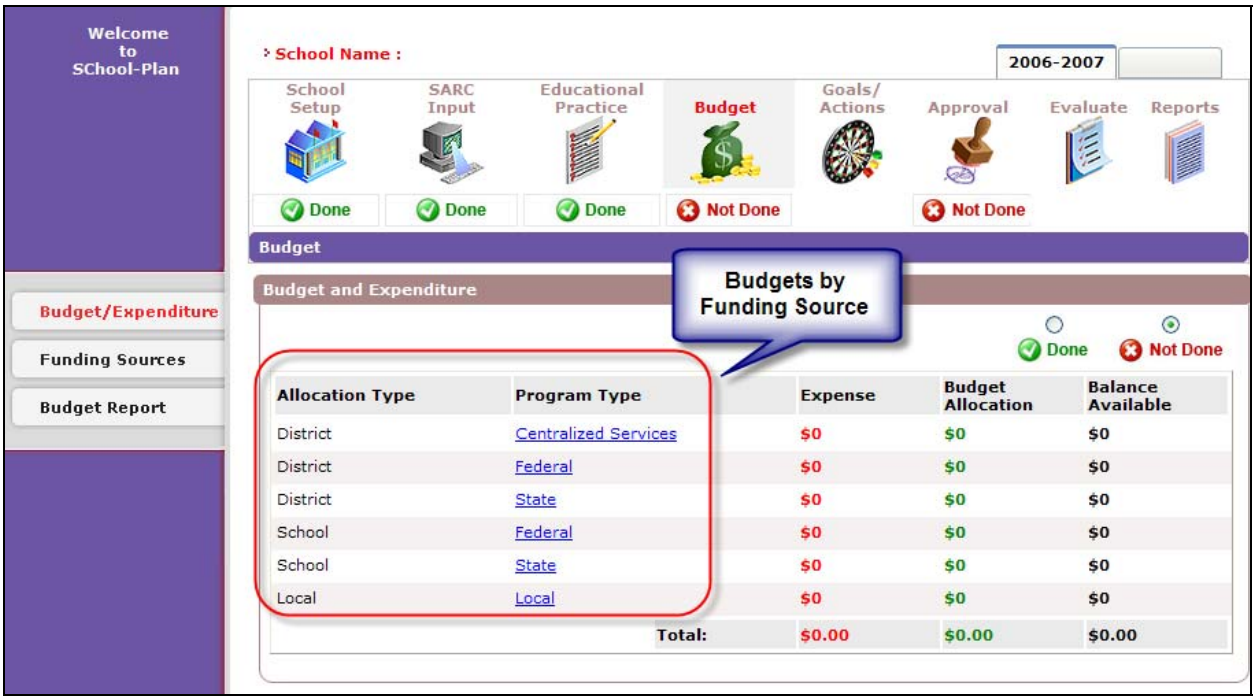
7.2 Budget

The budget portion of the SPSA details how a school will spend its allotted funds each year. The report should outline how much money is budgeted for each funding area. It should also contain details on how the money will be used for actions to increase academic achievement.

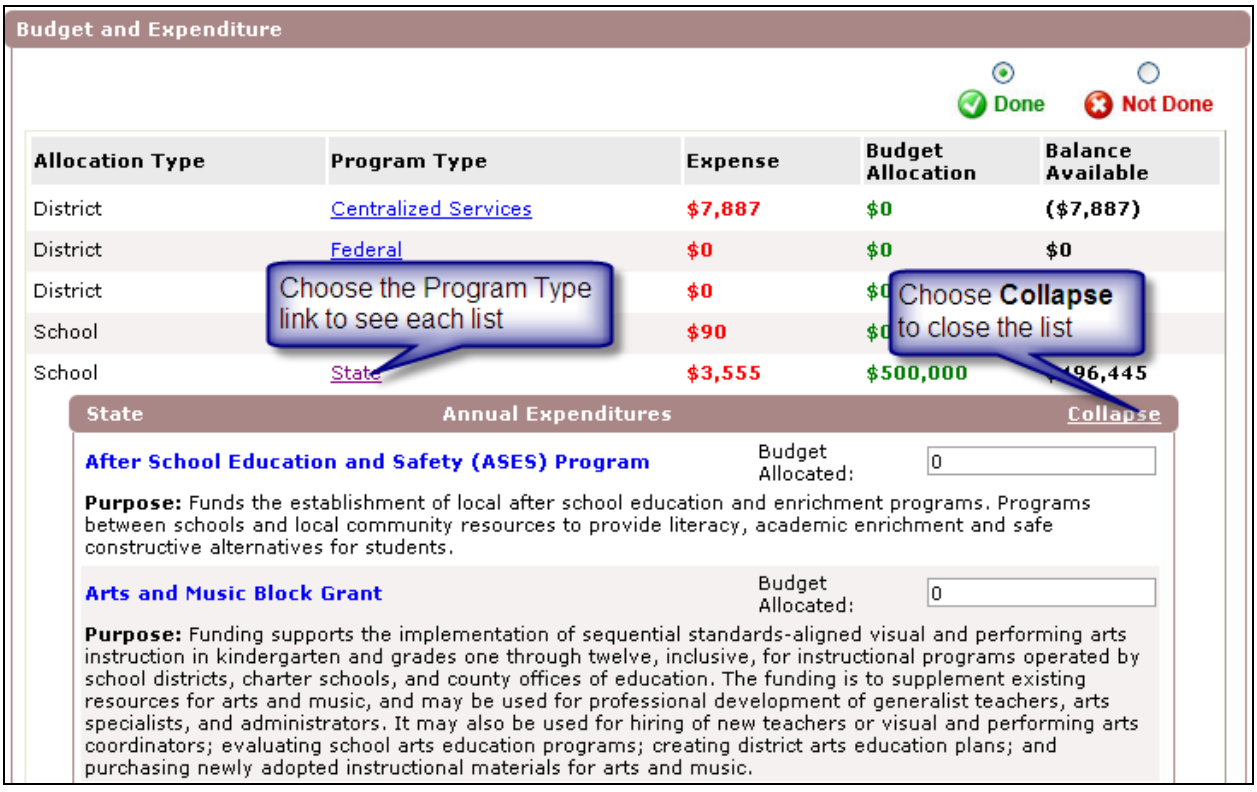
The **Budget** icon has three tabs on the side bar. The **Budget/Expenditure** tab shows school budgets. The **Funding Sources** tab lists the funding sources available to schools. The **Budget Report** tab is a link to generate budget reports.

Choose the **Budget/Expenditure** tab to enter budget information into the reports. Budget program types are listed by the source of the funds. There are six funding areas:

Source of the Funds	Program Type
District	Centralized Services
District	Federal
District	State of California
School	Federal
School	State of California
Local	Local

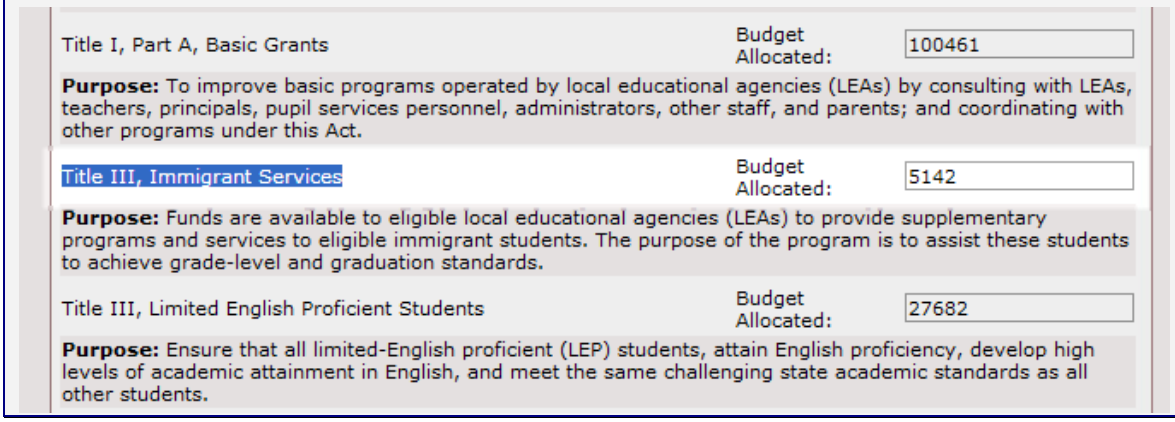


Each program type links to a list of the names of the funding programs. In the example below, District - Centralized Services has three different funding sources attached to it.


Budget and Expenditure
Done
Not Done
Allocation Type
Program Type
Expense
Budget Allocation
Balance Available
District
Centralized Services
$7,887
$0
($7,887)
District
Federal
$0
$0
$0
District
$0
School
$90
School
State
$3,555
$500,000
Choose the Program Type link to see each list
Choose Collapse to close the list
State
Annual Expenditures
Collapse
After School Education and Safety (ASES) Program
Budget Allocated:
0
Purpose: Funds the establishment of local after school education and enrichment programs. Programs between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students.
Arts and Music Block Grant
Budget Allocated:
0
Purpose: Funding supports the implementation of sequential standards-aligned visual and performing arts instruction in kindergarten and grades one through twelve, inclusive, for instructional programs operated by school districts, charter schools, and county offices of education. The funding is to supplement existing resources for arts and music, and may be used for professional development of generalist teachers, arts specialists, and administrators. It may also be used for hiring of new teachers or visual and performing arts coordinators; evaluating school arts education programs; creating district arts education plans; and purchasing newly adopted instructional materials for arts and music.

Using the school budget as a guide, enter the funds available to the school in each funding area. Choose **Save** when the funds are entered in each area. Close each area by choosing **Collapse**.

Big Sky Elementary School is planning to receive $5,142 from Title III, Immigrant Services. These funds come directly to the school from the federal government, so they will choose **School** from **Allocation Type** and **Federal** from **Program Type**. Then they will enter 5142 under Title III, Immigrant Services and choose **Save**.

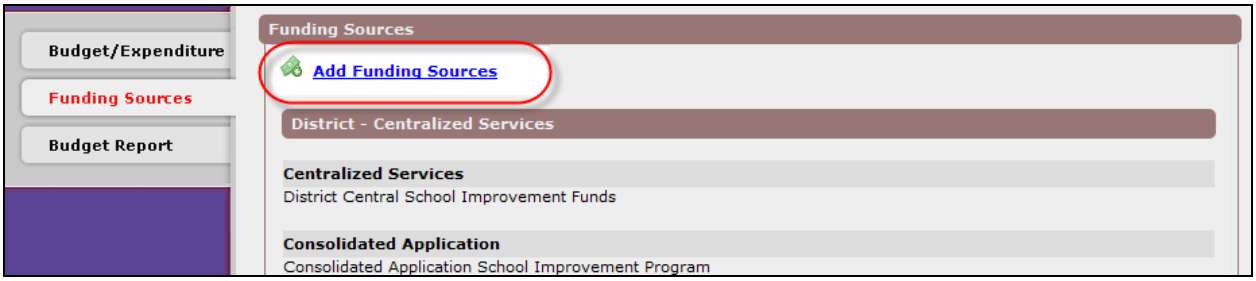

Title I, Part A, Basic Grants
Budget Allocated:
100461
Purpose: To improve basic programs operated by local educational agencies (LEAs) by consulting with LEAs, teachers, principals, pupil services personnel, administrators, other staff, and parents; and coordinating with other programs under this Act.
Title III, Immigrant Services
Budget Allocated:
5142
Purpose: Funds are available to eligible local educational agencies (LEAs) to provide supplementary programs and services to eligible immigrant students. The purpose of the program is to assist these students to achieve grade-level and graduation standards.
Title III, Limited English Proficient Students
Budget Allocated:
27682
Purpose: Ensure that all limited-English proficient (LEP) students, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students.

As you enter funds, PRM will subtotal each section automatically. The **Budget** page will show a summary of the total budget.

7.2.1 Funding Sources

The Funding Sources tab contains a list of all of the sources of funding available to schools in California. Not all of the funds listed are available to every school. If the school has funds available to you that are not on the list, you can do one of two things.

- If you believe that a particular fund is commonly available to more than a few schools, contact the Santa Clara County Office of Education, Standards and Assessments department at (408) 453-6520, and ask them to add the name of the funding source to the list.
- If the funds are available to just your school, then you can add the funding source by choosing **Add Funding Sources**. Input the **Funding Description** and the **Funding Source Purpose** and select **Save**.

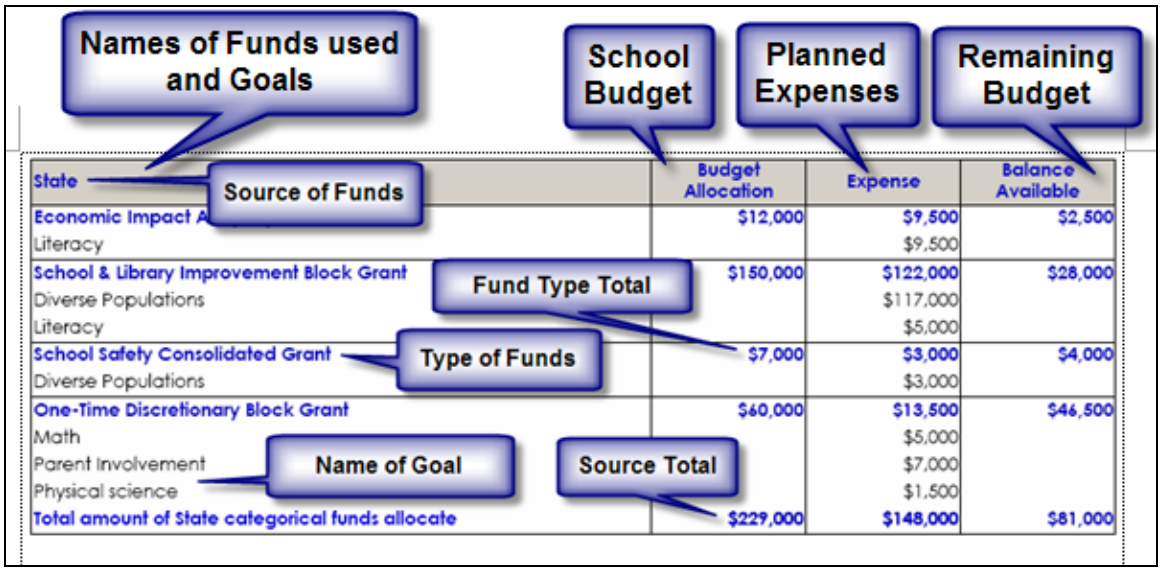


7.2.2 Budget Report

The **Funding Source** or **Goals/Actions** Budget Report contains detailed funding information organized by where funds originated. This is the same information that is included in the SPSA.

What do the titles mean in this example?

State	Budget Allocation	Expense	Balance Available
All of the funds in this section came from the State of California.	The total amount of money the school expects to receive from this funding source for this goal.	The total amount of money the school expects to spend from this funding source on this goal.	The amount of money the school expects to have remaining in the budget after purchases are made.



7.3 Goals/Actions

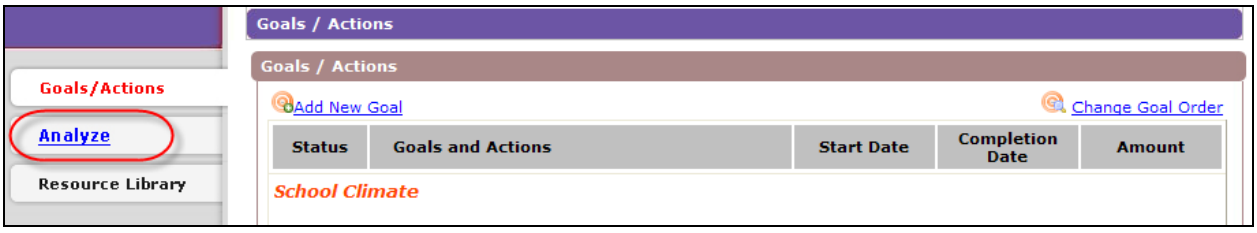
7.3.1 Looking at Student Data

Analyzing student data is one of the steps in the Cycle of Continuous Monitoring and Improvement. PRM helps schools evaluate assessment and accountability data by providing:

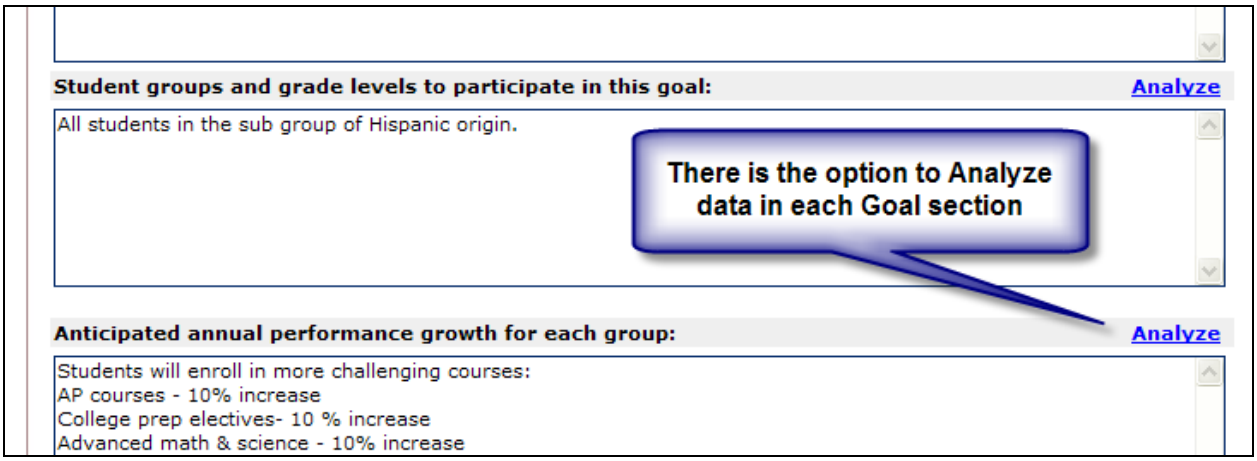
- State Assessment Data
- State Accountability Data
- Uploaded Local Assessment Data
- Local Survey Data

There are three ways to look at student data while in PRM.

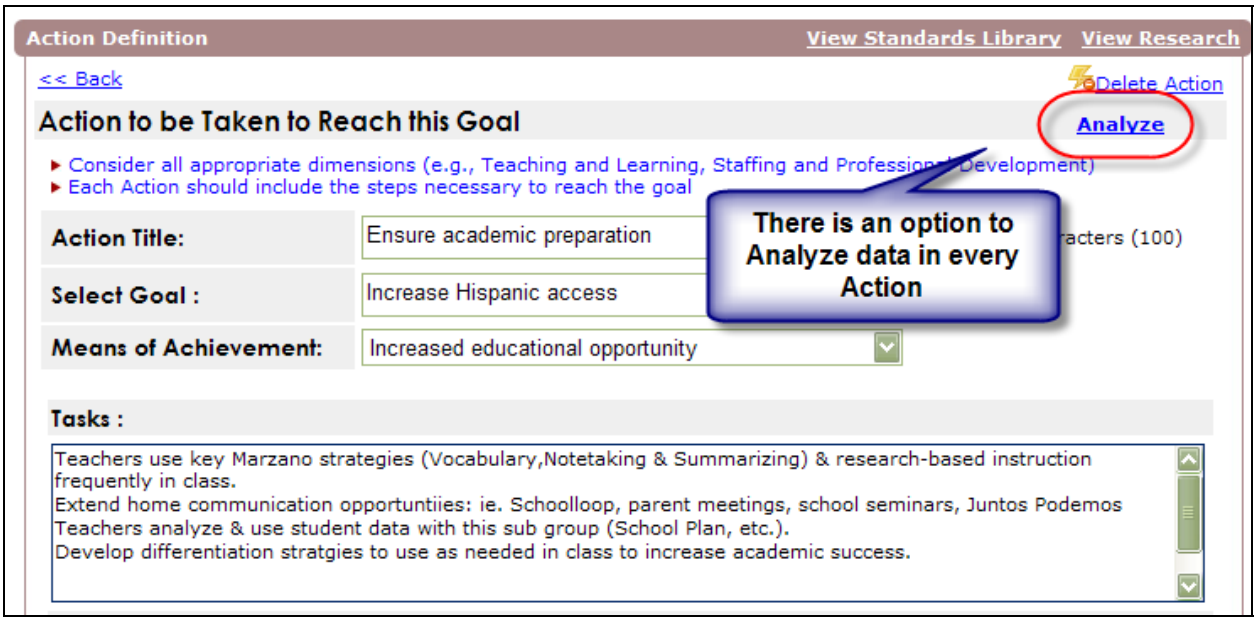
1. Goals/Actions page: Use the tab on the side bar labeled **Analyze**.



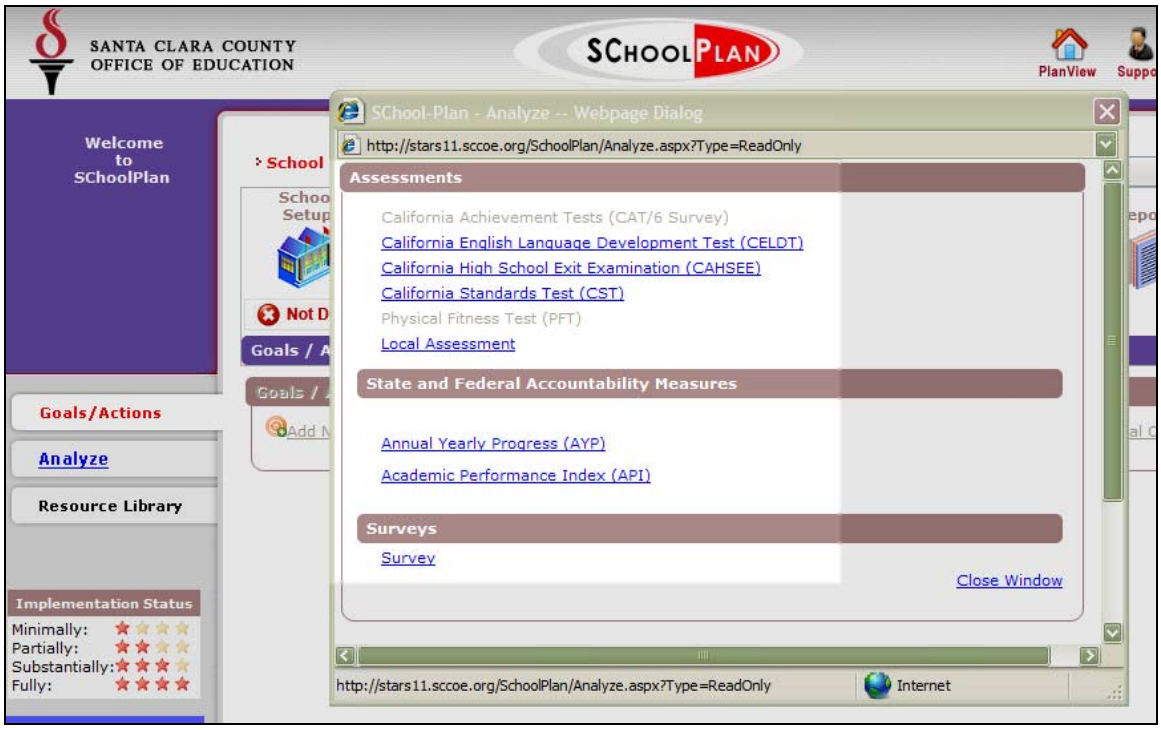
2. Edit Goals page: Choose **Analyze** on the top right corner of each Goal section while editing a goal.


Student groups and grade levels to participate in this goal:
Analyze
All students in the sub group of Hispanic origin.
There is the option to Analyze data in each Goal section
Anticipated annual performance growth for each group:
Analyze
Students will enroll in more challenging courses:
AP courses - 10% increase
College prep electives- 10 % increase
Advanced math & science - 10% increase

3. Edit Action page: While looking at a specific Action use the **Analyze** link in the top right corner.


Action Definition
View Standards Library
View Research
<< Back
Delete Action
Action to be Taken to Reach this Goal
Analyze
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)
Each Action should include the steps necessary to reach the goal
There is an option to Analyze data in every Action
Action Title:
Ensure academic preparation
Select Goal :
Increase Hispanic access
Means of Achievement:
Increased educational opportunity
Tasks :
Teachers use key Marzano strategies (Vocabulary,Notetaking & Summarizing) & research-based instruction frequently in class.
Extend home communication opportuntiies: ie. Schoolloop, parent meetings, school seminars, Juntos Podemos
Teachers analyze & use student data with this sub group (School Plan, etc.).
Develop differentiation stratgies to use as needed in class to increase academic success.

When you click **Analyze,** you will be taken to an **Assessment screen** where you can choose the student data you would like to review from a list of federal, state and local accountability and assessment charts.



The assessment data available to PRM is presented as tables and charts in SChoolCharts. PRM provides access to the following types of data:

Assessment

- California Achievement Tests (CAT/6)
- California English Language Test (CELDT)
- California High School Exit Exam (CAHSEE)
- California Standards Test (CST)
- Physical Fitness Test (PFT)
- Local Assessment: Individual districts/schools can load local assessment data into the PRM

State and Federal Accountability Measures

- Annual Yearly Progress (AYP)
- Academic Performance Index (API)

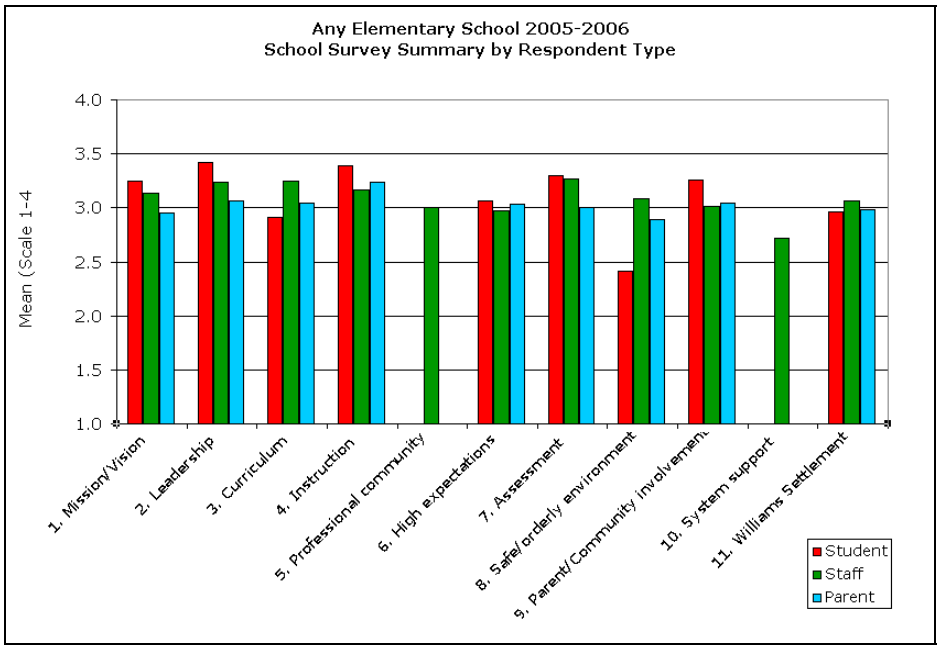
Surveys

- Surveys: Individual districts/schools can load local survey data

Adding Survey Data

Schools can report survey results in PRM. Once surveys are administered and the results are summarized, SCCOE will load the survey results into PRM.

Charts of survey results are available in **Analyze** and can be attached to the SPSA using the same method as used to attach assessment results. If you would like to learn more about school surveys, contact the Santa Clara County Office of Education, office of Standards and Assessments.

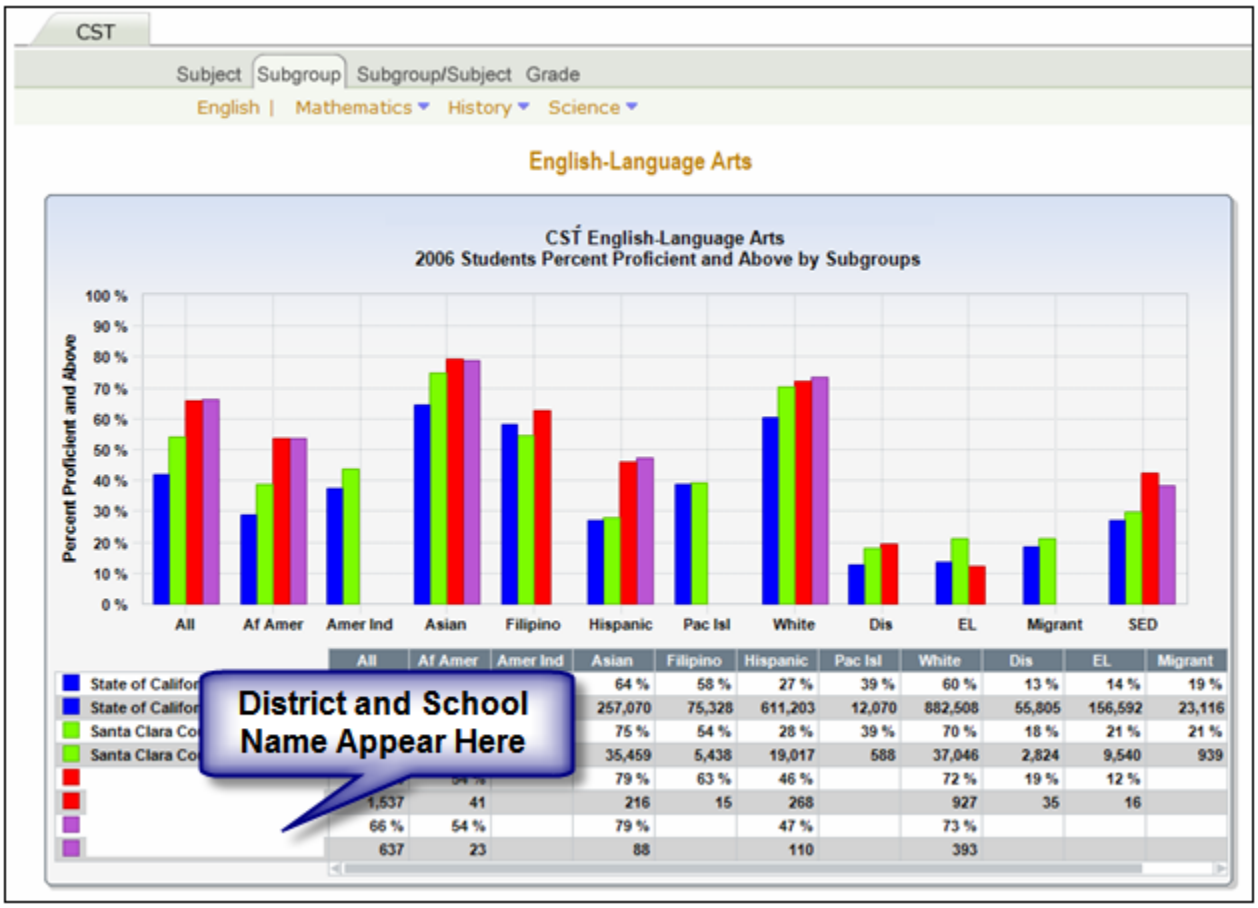


Choose the link to the chart you want to review. When the chart pops up, choose subset of information you would like to look at. On the CST chart shown below, there is the option to see the information by:

- Subject
- Subgroup
- Subgroup/Subject
- Grade

The information can be further subdivided by subject area. Beneath each subject area, the information can be further divided by class title:

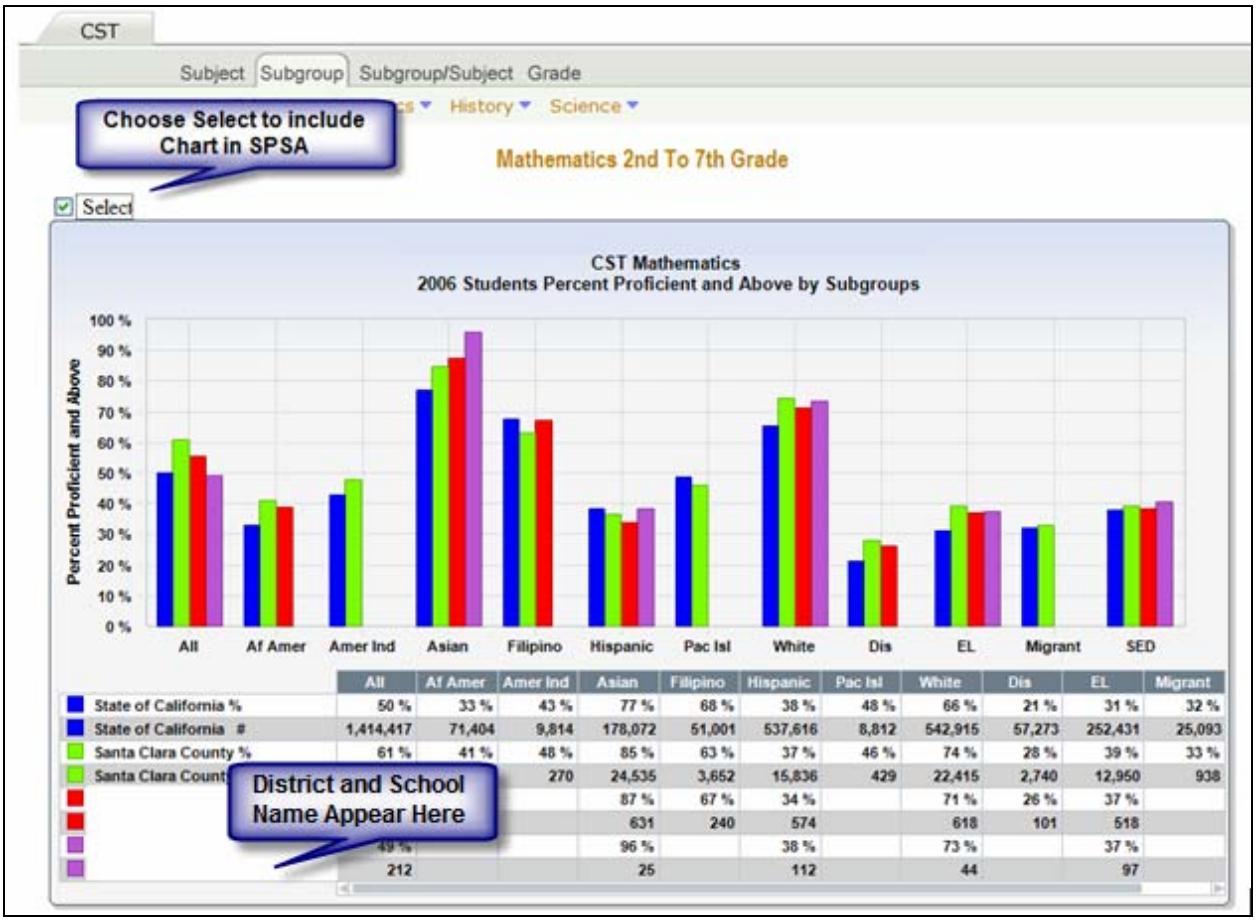
- English
- Math
- History
- Science



7.3.2 Attaching Assessment Data Charts to the SPSA

Although you can view student data charts from the **Analyze** tab on the Goals/Actions page, the only way to include a chart in the SPSA report is to select **Analyze** while editing a Goal or Action. After these steps are complete, an icon on the Goal/Action page will indicate a chart has been added.

1. Choose the Goal or Action you want to add a chart to and click on **Edit**.
2. Once in edit mode, choose **Analyze** to open the page that lists the assessments.
3. Choose the chart you want to include in the report.
4. Once the chart is open, check the **Select** box for those charts, you want to include in the SPSA report. You can choose more than one chart.
5. Go to the bottom of the page and click **Save**.



Big Sky Elementary School included the chart shown above in their SPSA. They placed it in their Mathematics Goal to illustrate their need for Mathematics interventions for Hispanic, English Learner and Socioeconomically Disadvantaged students.

7.3.3 Change Chart Order or Delete Charts

You can attach more than one chart to a goal or action. You can choose what order you want the charts to print in the report by clicking the Charts Icon in the Goal or Action.

Once the **Attached Charts** page is open, you can either change the chart order or delete one or all of the charts.

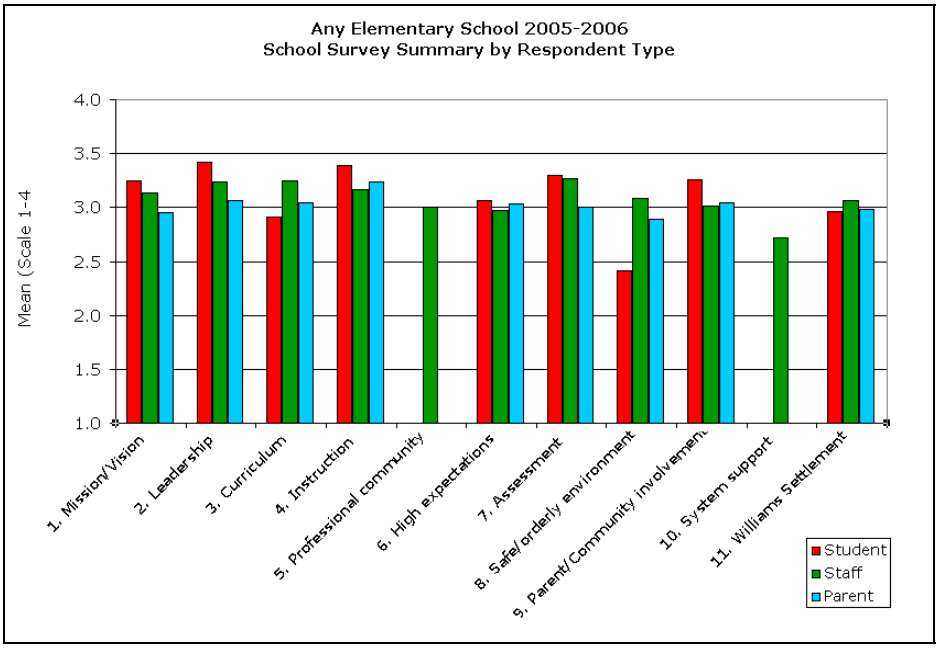
If you have more than one chart attached to a Goal or an Action, and you want to change the order that they appear in the SPSA Report:

1. Type in the number next to the chart. For example, type 1 next to the chart that you want to be first and a 2 next to the chart that you want to be second.
2. If you want to delete a chart, check the box to the left of the chart.
3. When you are done, choose **Update**.

7.3.4 Adding Survey Data

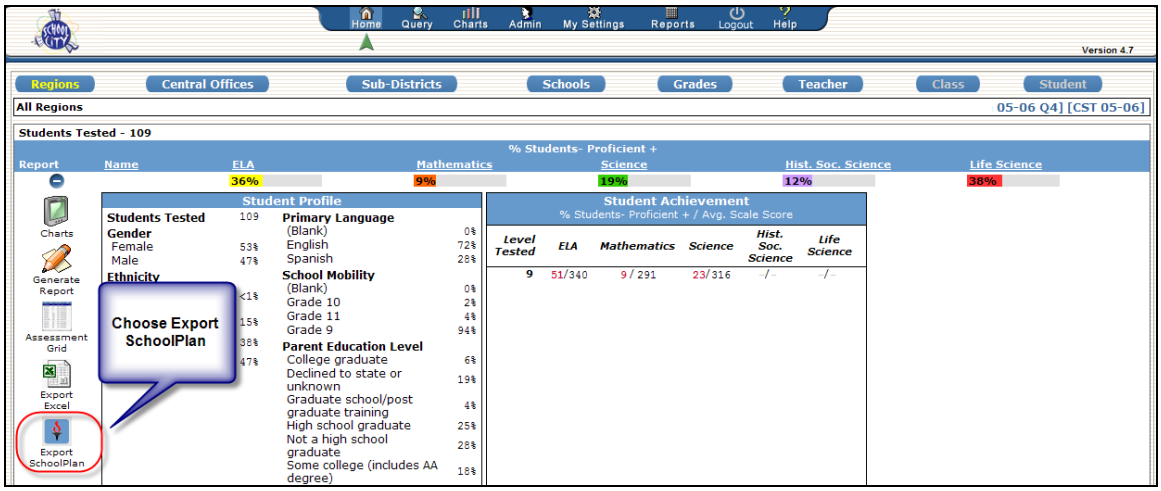
Schools can report survey results in PRM. Once surveys are administered and the results are summarized, SCCOE will load the survey results into PRM.

Charts of survey results are available in **Analyze** and can be attached to the SPSA using the same method as used to attach assessment results. If you would like to learn more about school surveys, contact the Santa Clara County Office of Education, office of Standards and Assessments.

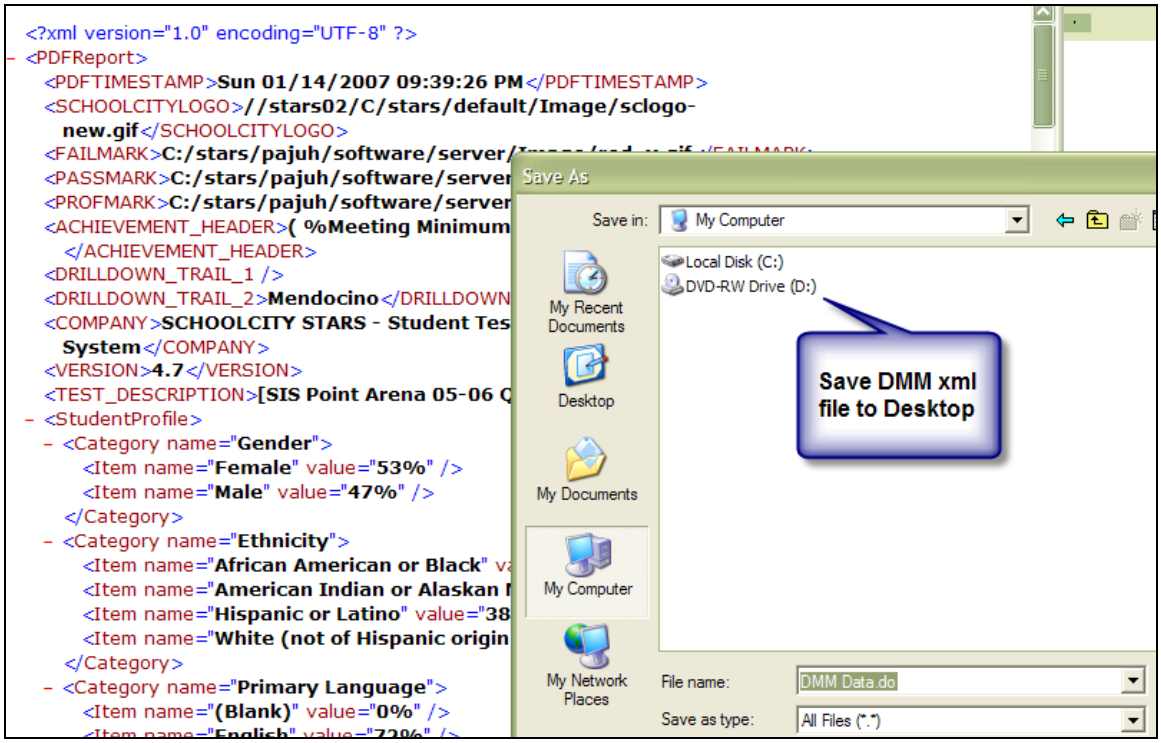


7.3.5 Adding Local Assessment Data

Local assessment data uploaded into DMM can be exported and included in PRM. In DMM, locate the icon **Export to SChoolPlan** on the report panel when you click on the "+". When you click that button, it will create a code file that displays on the screen. Save that file to the desktop.



SChoolPlan DMM Local File

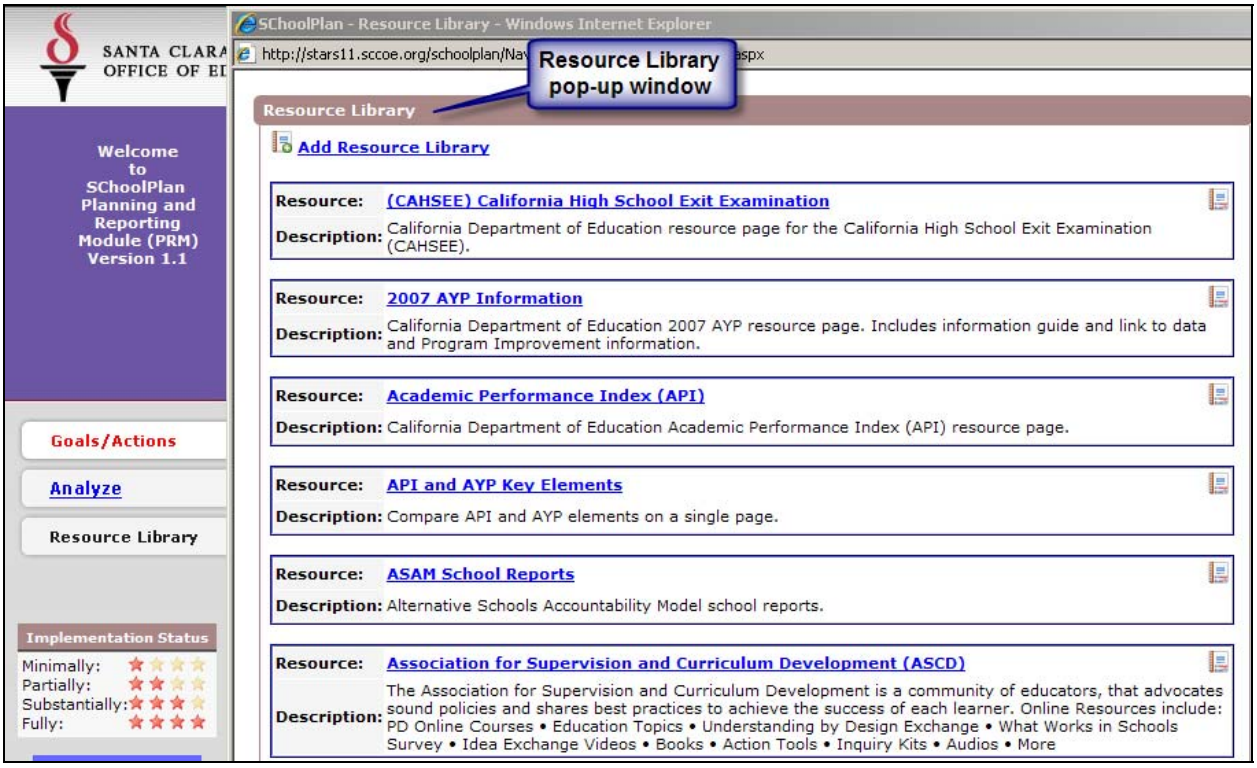


Once the file is saved to your desktop, you can open PRM and upload the file.

It is important that you choose the exact data you want to show when in DMM. Choose the right SIS file, the right test and be at the right level. The most useful charts are created when you develop the file at the school level.

7.3.6 Resource Library

The **Resource Library** is located on a tab on the side bar of the Goals/Actions Page. The **Resource Library** lists educational resources that educators might need while creating their SARC and SPSA. If a link is broken, please report it to the Santa Clara County Office of Education.


SChoolPlan - Resource Library - Windows Internet Explorer
Resource Library pop-up window
Welcome to SChoolPlan Planning and Reporting Module (PRM) Version 1.1
Goals/Actions
Analyze
Resource Library
Implementation Status
Minimally:
Partially:
Substantially:
Fully:
Resource Library
Add Resource Library
Resource: (CAHSEE) California High School Exit Examination
Description: California Department of Education resource page for the California High School Exit Examination (CAHSEE).
Resource: 2007 AYP Information
Description: California Department of Education 2007 AYP resource page. Includes information guide and link to data and Program Improvement information.
Resource: Academic Performance Index (API)
Description: California Department of Education Academic Performance Index (API) resource page.
Resource: API and AYP Key Elements
Description: Compare API and AYP elements on a single page.
Resource: ASAM School Reports
Description: Alternative Schools Accountability Model school reports.
Resource: Association for Supervision and Curriculum Development (ASCD)
Description: The Association for Supervision and Curriculum Development is a community of educators, that advocates sound policies and shares best practices to achieve the success of each learner. Online Resources include: PD Online Courses • Education Topics • Understanding by Design Exchange • What Works in Schools Survey • Idea Exchange Videos • Books • Action Tools • Inquiry Kits • Audios • More

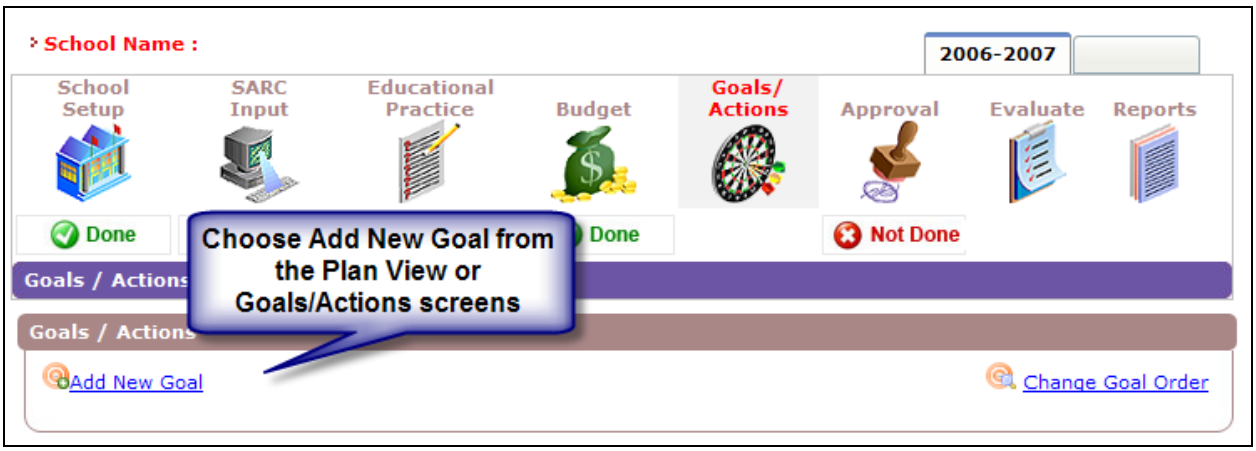
7.4 Goals and Actions

7.4.1 Goals

The Single Plan for Student Achievement (SPSA) details how a school plans to improve student achievement in the coming school year. Each Goal addresses a specific area that the school will focus on. One step of the "Cycle of Continuous Monitoring and Improvement" is to "reaffirm or revise goals". A school site council should reaffirm or revise their goals after they have reviewed the progress on prior year's goals, assessments, accountability measures and surveys.

The Big Sky Elementary School site council looked at their student achievement data and saw that their students lag behind their peers on the 5th grade Science test. They also saw that they did not meet last year's Science goal. As a result, they revised their Science Goal and associated actions.

If a school has never used PRM before, they will need to either write new goals or paste their old goals in the application or cut and paste them from existing electronic documents. Start by choosing the **Goals/Actions** icon and then choose **Add New Goal**.

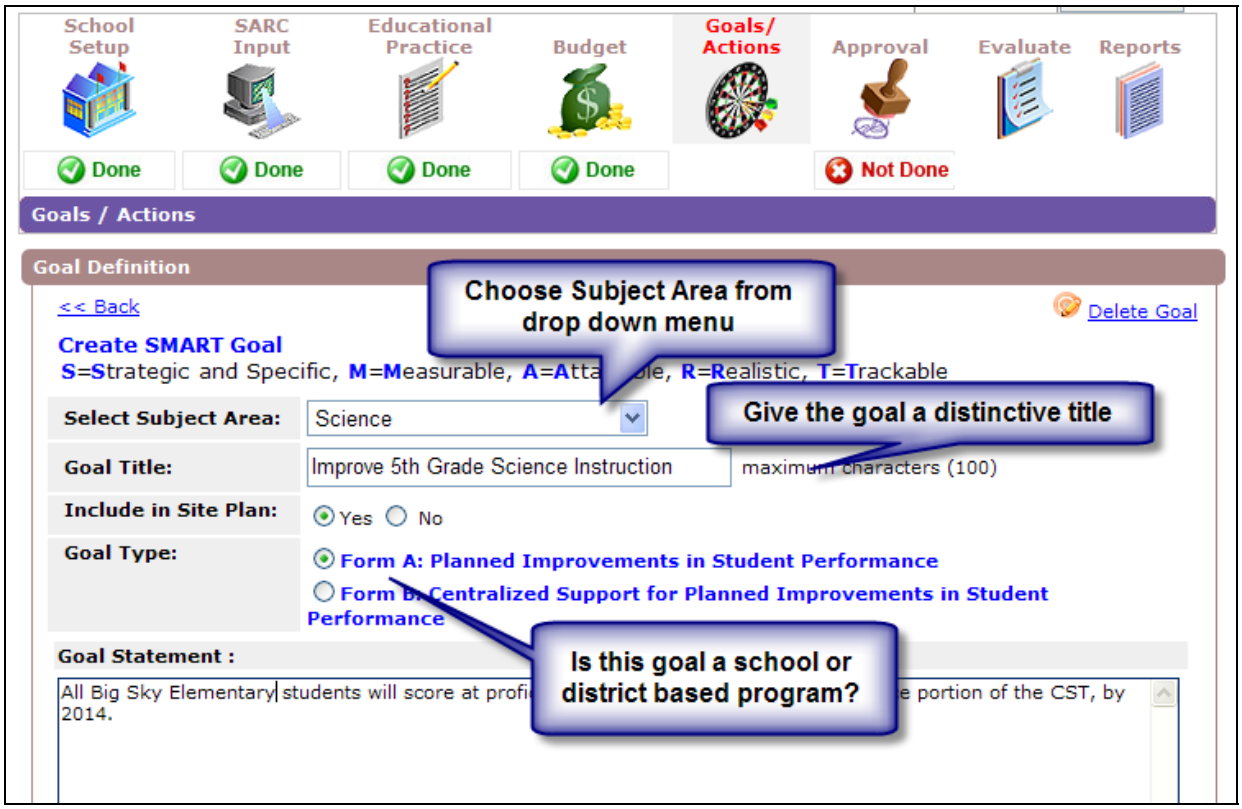


The **Add New Goal** screen will come up. Follow these steps:

1. Choose the Subject Area the goal is related to, from the 20 on the list.
2. Enter the title of the goal.
3. Choose whether you want to include this Goal in the SPSA. (Note: Some schools choose to write secondary goals that they do not include in their SPSA.)
4. Determine if the goal fits in Form A or Form B
   - Form A: Planned Improvements in Student Performance
   - Form B: Centralized Support for Planned Improvements in Student Performance

HOT TIP

Choose Goal and Action names that will help you distinguish one goal from another.


School Setup
SARC Input
Educational Practice
Budget
Goals/ Actions
Approval
Evaluate
Reports
Done
Done
Done
Done
Not Done
Goals / Actions
Goal Definition
<< Back
Delete Goal
Choose Subject Area from drop down menu
Create SMART Goal
S=Strategic and Specific, M=Measurable, A=Atta ble, R=Realistic, T=Trackable
Select Subject Area:
Science
Give the goal a distinctive title
Goal Title:
Improve 5th Grade Science Instruction
maximum characters (100)
Include in Site Plan:
Yes
No
Goal Type:
Form A: Planned Improvements in Student Performance
Form B: Centralized Support for Planned Improvements in Student Performance
Is this goal a school or district based program?
Goal Statement :
All Big Sky Elementary students will score at profi e portion of the CST, by 2014.

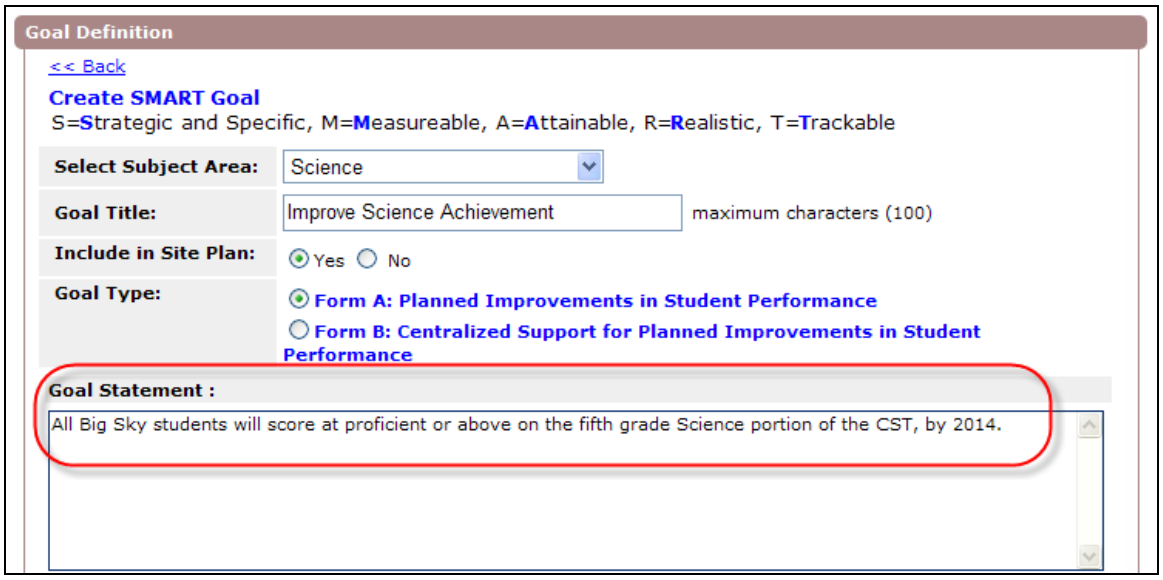
Goal Definition
<< Back
Delete Goal
Create SMART Goal
S=Strategic and Specific, M=Measurable, A=Attainable, R=Realistic, T=Track able
Select Subject Area:
Science
Goal Title:
Improve 5th Grade Science Instruction
maximum characters (100)
Include in Site Plan:
Yes
No
Goal Type:
Form A: Pla
Form B: Cer
n Student
Performance
SAIT and PI Schools identify which of the Nine Essential Program Components relate to each Goal
Nine Essential Program Components :
EPC 1
Use of State Board of Education (SBE)-adopted (
rgarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language
and mathematics instructional materials, including intervention materials.
EPC 2
Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses)
EPC 3
School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials.
EPC 4
Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472, pending) Professional Development Program on SBE-adopted instructional materials.
EPC 5
Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)
EPC 6
Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)
EPC 7
Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal
EPC 8
Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12)
EPC 9
Fiscal support

Creating SMART Goals

The five Goal text boxes that need to be completed, guide the school towards creating a SMART Goal. SMART Goals are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**rackable.

Goal Statement

A goal statement should describe the school's desire for improving in the selected subject area.


Goal Definition
<< Back
Create SMART Goal
S=Strategic and Specific, M=Measureable, A=Attainable, R=Realistic, T=Trackable
Select Subject Area:
Science
Goal Title:
Improve Science Achievement
maximum characters (100)
Include in Site Plan:
Yes
No
Goal Type:
Form A: Planned Improvements in Student Performance
Form B: Centralized Support for Planned Improvements in Student Performance
Goal Statement :
All Big Sky students will score at proficient or above on the fifth grade Science portion of the CST, by 2014.

Student groups and grade levels participating in this goal
List the subgroup or subgroups of students that will be addressed by the goal.

Anticipated and annual performance growth for each group
Detail the change in annual performance you expect in each student group.

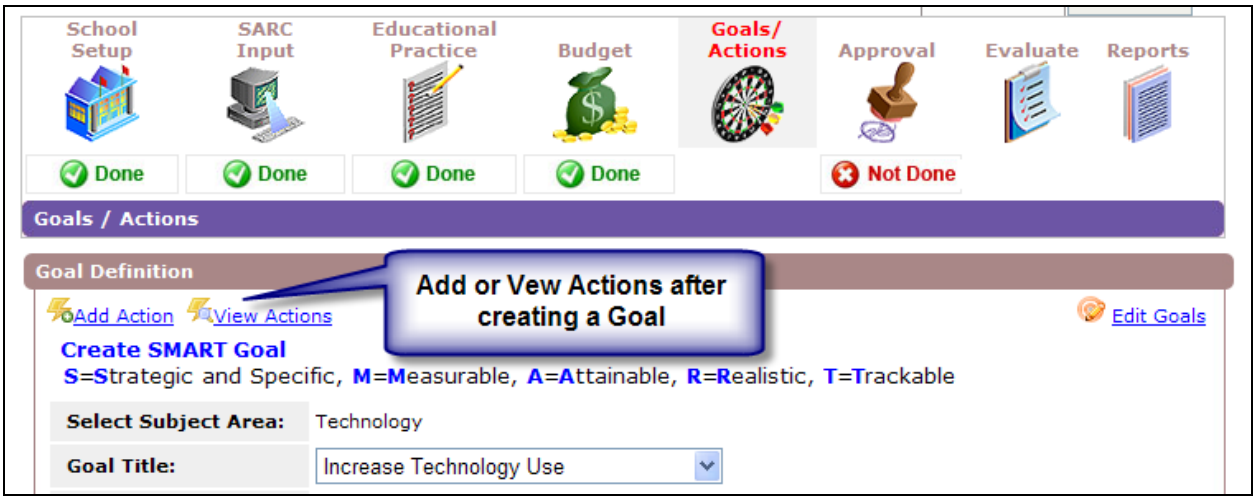
Means of evaluating progress towards this goal
Detail what method the school will use to evaluate if the goal has been met or not.

Big Sky Elementary School wanted to write a goal that addresses the decline in parents attending parent/teacher conferences. To measure if they met their goal or not, they will tally the number of parents who signed in at their Fall and Spring conferences.

Group data to be collected to measure academic gains
This question encourages schools to look at subgroup data in addition to school totals. For example, student data could be disaggregated by:

- Grade Level
- Ethnic Designation
- Special Education
- Economically Disadvantaged

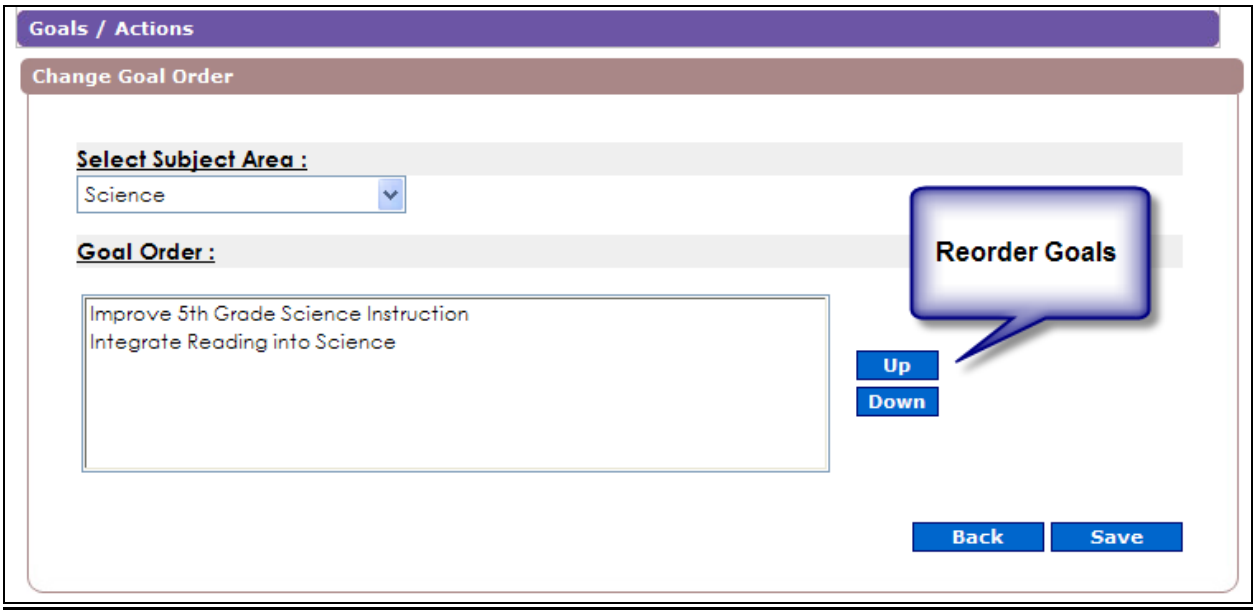
When all of the goal questions are answered click on **Save Goal**. After the Goal is saved, you will be directed to a page to view the saved Goal. On the top left of that page, you can choose to add an action to the goal or view existing actions associated with the goal.



Ordering Goals

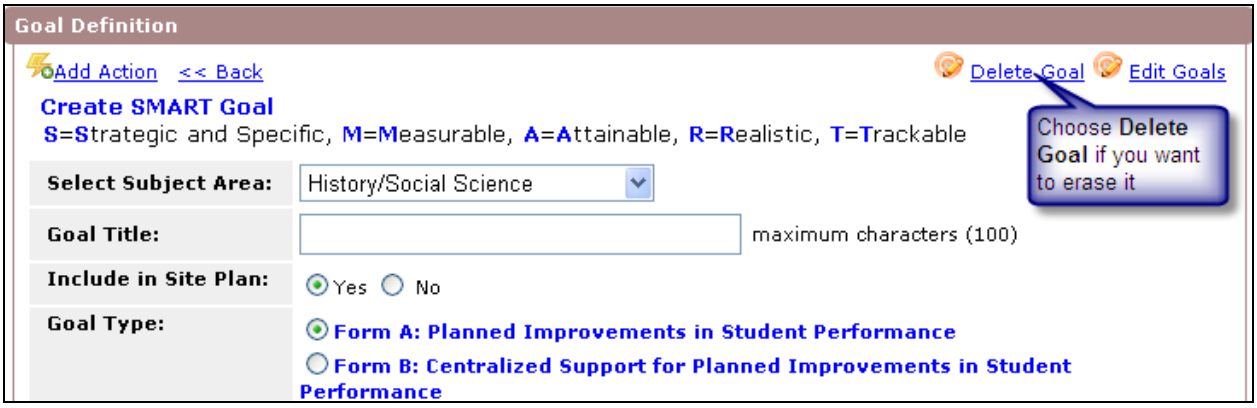
The goals are listed in the printable SPSA report in alpha order by Subject Area - with the exceptions of English Language Arts being listed first and Mathematics listed second. In some cases, a school may have more than one goal per subject area. If you want to change the order that Goals are listed within a subject area in the SPSA, select **Change Goal Order**.

Change the order that goals appear in the SPSA by clicking **Up** or **Down**.



Delete Goals

To Delete a Goal, click on the Goal in the main Goals/Actions page, which will direct you to the Goal Definition page. Select **Delete Goal** from the top options. The application will return the user to the Goal View page once the goal is deleted.



The goal is deleted immediately. Once a Goal is removed, you will not be able to recover the deleted Goal**;** this includes any actions, funding or research tied to that goal.

7.4.2 Actions

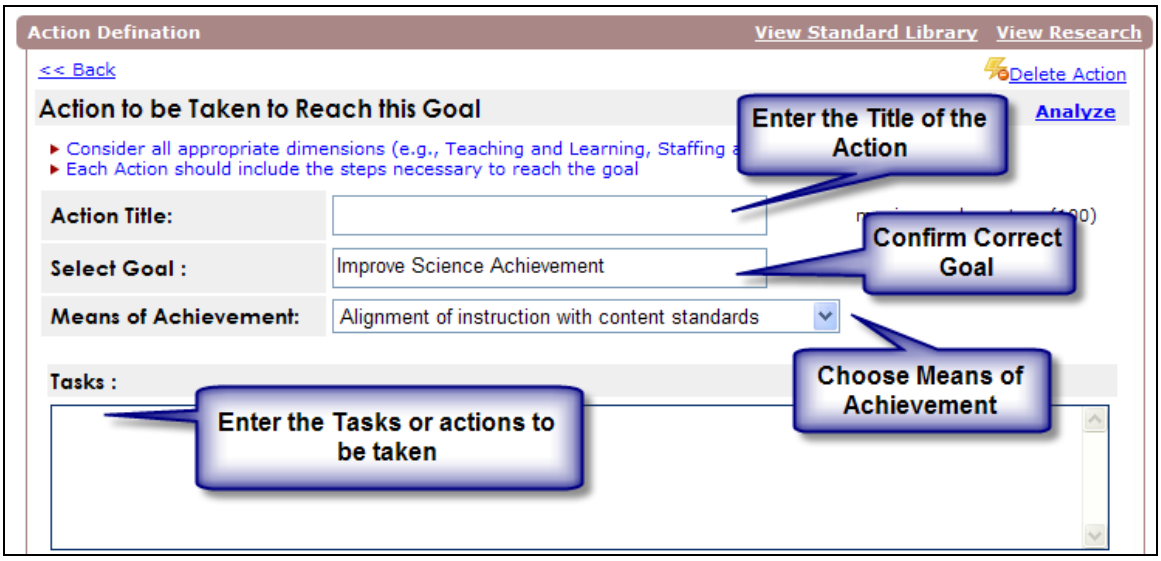
The next step in the “Cycle of Continuous Monitoring and Improvement” is to revise improvement strategies and expenditures. The SPSA calls improvement strategies **Actions**. Each Goal should have at least one **Action** associated with it. Together, all of the actions associated with a Goal should help move the Goal to completion.

If the Site Council has not already done so, it should review the effectiveness of the prior year’s actions. Successful actions should be continued and unsuccessful ones should be revised or discontinued. Additionally, each new goal needs a set of actions.

After you add a new Goal, you may choose to add an action by clicking **Add Action** at the top of the Goal screen. To view and edit existing actions, choose **View Actions**.

Add New Action

If you choose to add a new action, you will be directed to the **Action Definition** screen. First, enter the Action Title. You will see that the name of the associated goal is already entered. Next, choose the **Means of Achievement** the school will use to achieve this action. The Means of Achievement come from the CDE SPSA template.


Action Defination
View Standard Library
View Research
<< Back
Delete Action
Action to be Taken to Reach this Goal
Analyze
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing
Each Action should include the steps necessary to reach the goal
Action Title:
Select Goal :
Improve Science Achievement
Means of Achievement:
Alignment of instruction with content standards
Tasks :
Enter the Title of the Action
Confirm Correct Goal
Choose Means of Achievement
Enter the Tasks or actions to be taken

Next, start entering the tasks necessary to complete this action. Remember, the purpose of the actions is to help the school meet its goals.

Big Sky Elementary Schools wants to increase parent attendance at Parent/teacher conferences. That is their goal. The actions that might help them meet this goal could include:

Find out what language all of the parents speak.

Send out parent/teacher conferences notices in all of the languages parents speak.

Write a description of what a parent/teacher conference is and how parents should prepare for the meeting.

Find translators in the correct language for parents and teachers to use at each meeting.

Ask teachers and/or translators to telephone every parent to personally invite them to parent/teacher conferences.

Organize childcare and advertise that it is available during parent/teacher conferences.

Survey parents who attend conferences to get their input on how to improve parent/teacher conferences next year.

Contact parents who did not attend their conference to find out why and try to reschedule.

Review results of surveys and discuss with teachers the results of this year's parent/teacher conferences.

Document results for next year.

The next steps include completing the following sections:

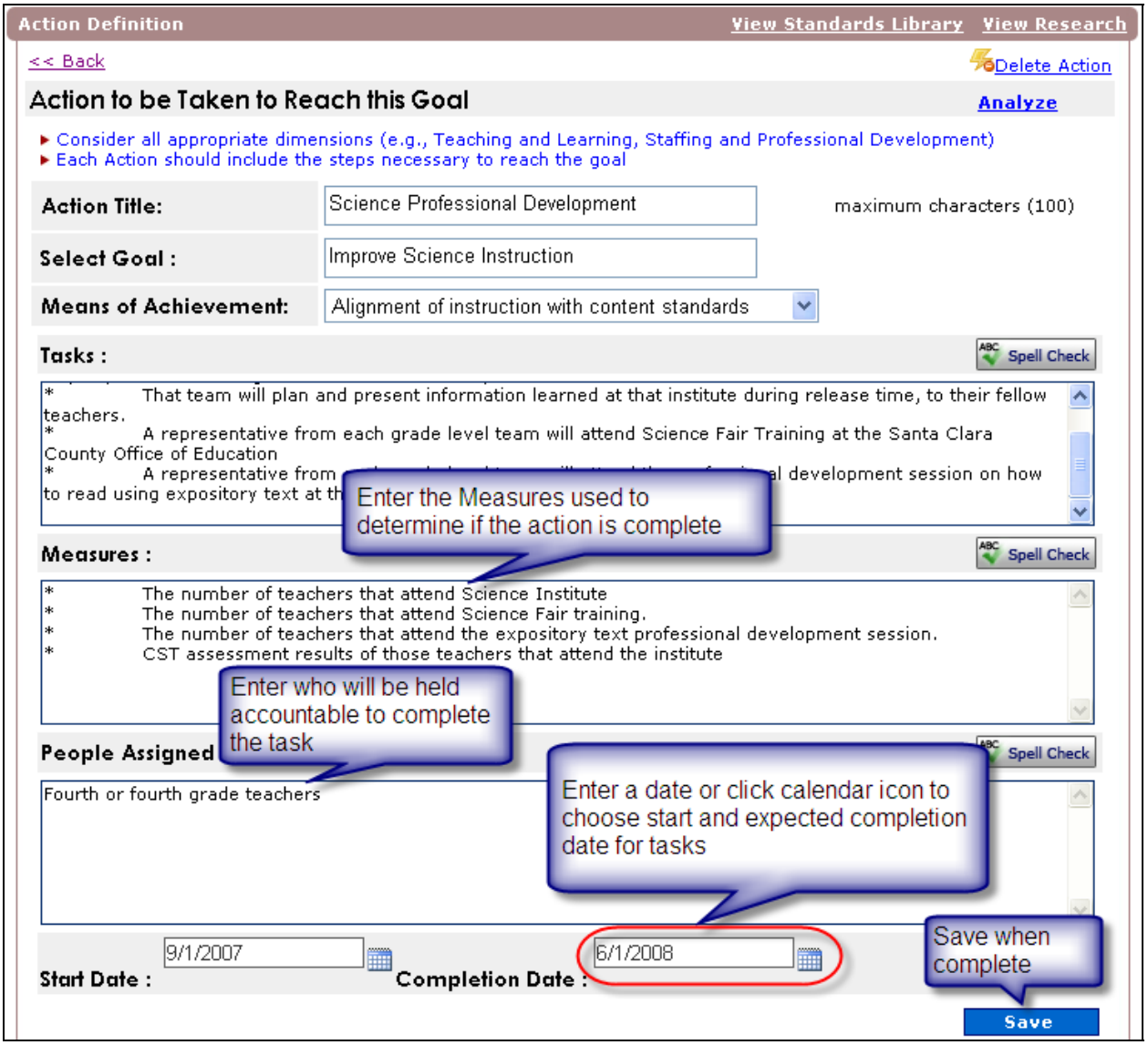
Measures: Describe how you will know when the action is complete? For example, "How many teachers attended a professional development training", or "How many

grade level teams met to review CAHSEE assessment data at the beginning of the year".

People Assigned: List those who will be accountable for completing each task. For example, the Mathematics department chairperson might be responsible for making sure all of the teachers attend the meeting to review CAHSEE data.

Start and Completion Dates: Enter the dates the action will begin and when you expect it to be complete. The completion dates can be two weeks or two years away. Note, You can either enter the date in mm/dd/yyyy format or click on the calendar icon to choose a date.

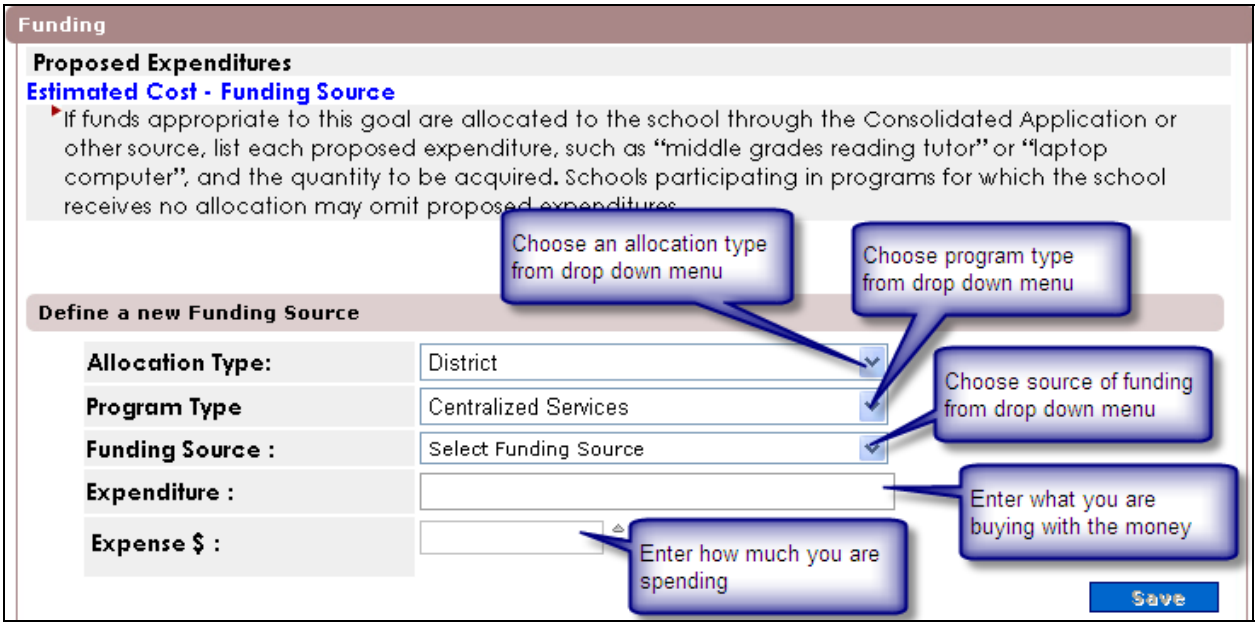
Remember to **Save** your work when the page is complete.


Action Definition
View Standards Library
View Research
<< Back
Delete Action
Action to be Taken to Reach this Goal
Analyze
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)
Each Action should include the steps necessary to reach the goal
Action Title:
Science Professional Development
maximum characters (100)
Select Goal :
Improve Science Instruction
Means of Achievement:
Alignment of instruction with content standards
Tasks :
Spell Check
* That team will plan and present information learned at that institute during release time, to their fellow teachers.
* A representative from each grade level team will attend Science Fair Training at the Santa Clara County Office of Education
* A representative from
development session on how to read using expository text at th
Enter the Measures used to determine if the action is complete
Measures :
Spell Check
* The number of teachers that attend Science Institute
* The number of teachers that attend Science Fair training.
* The number of teachers that attend the expository text professional development session.
* CST assessment results of those teachers that attend the institute
Enter who will be held accountable to complete the task
People Assigned
Spell Check
Fourth or fourth grade teachers
Enter a date or click calendar icon to choose start and expected completion date for tasks
9/1/2007
Start Date :
Completion Date :
6/1/2008
Save when complete
Save

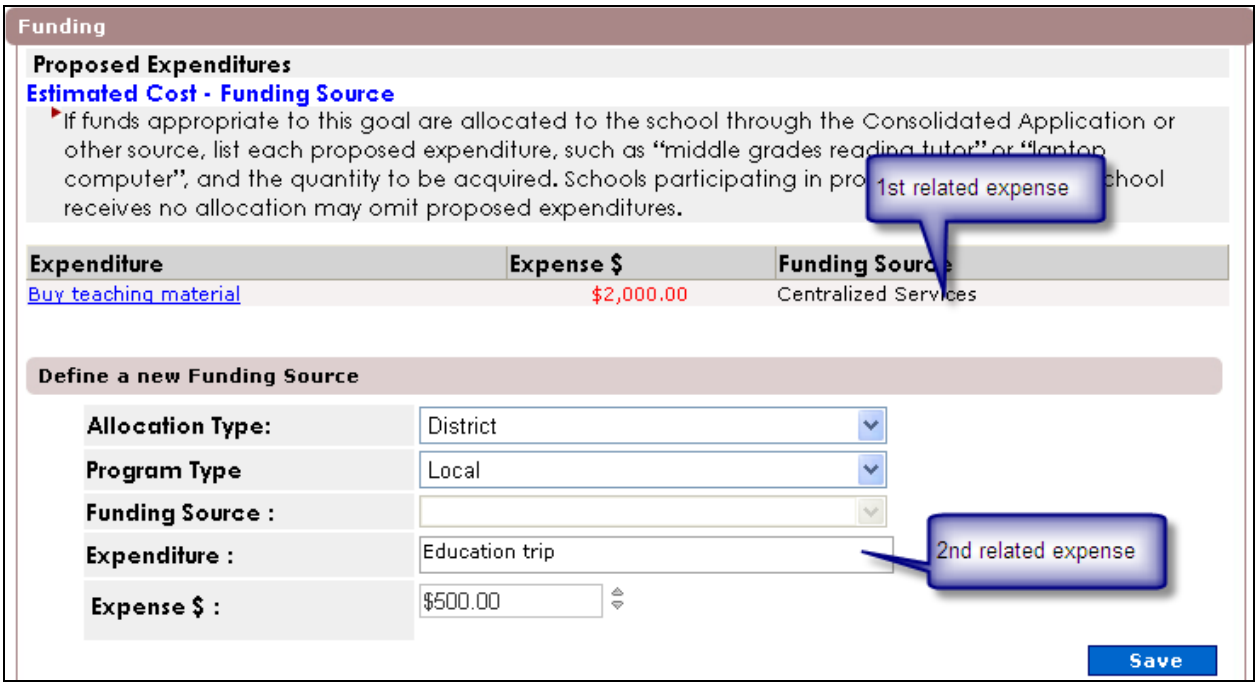
After you choose **Save**, the system will save the page, but remain in the same place. If the action has funding associated with it, move to the next section; Funding**.** If it does

not have any funding associated with it, move to the top of the page to choose your next step.

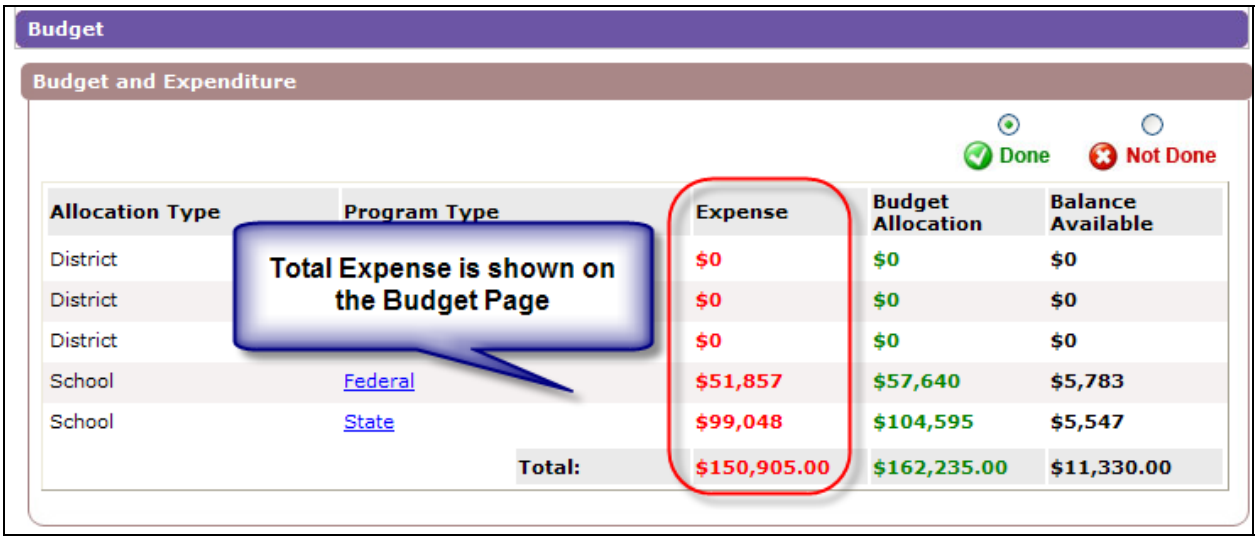
Not every action has an associated expense and some actions have more than one associated expense. PRM has a list of possible funding sources in a drop down menu. (Remember, there is a list of funding sources in the Budget Section.) Choose which source of funding you will be using to complete this action. Next, enter the Expenditure or what you are buying with the money; for example, substitute teacher time or instructional materials. Finally, enter how much money you expect to spend from this funding source on this expenditure.


Funding
Proposed Expenditures
Estimated Cost - Funding Source
If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.
Choose an allocation type from drop down menu
Choose program type from drop down menu
Define a new Funding Source
Allocation Type:
District
Program Type
Centralized Services
Choose source of funding from drop down menu
Funding Source :
Select Funding Source
Expenditure :
Enter what you are buying with the money
Expense $:
Enter how much you are spending
Save

Once you choose **Save**, the new expenditure will be visible and you can enter another expenditure if appropriate.


Funding
Proposed Expenditures
Estimated Cost - Funding Source
If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in pro chool receives no allocation may omit proposed expenditures.
1st related expense
Expenditure
Expense $
Funding Sourc
Buy teaching material
$2,000.00
Centralized Services
Define a new Funding Source
Allocation Type:
District
Program Type
Local
Funding Source :
Expenditure :
Education trip
2nd related expense
Expense $:
$500.00
Save

Once you are done entering all of the actions and associated expenses, subtotals by program and school totals will appear on the Budget page.

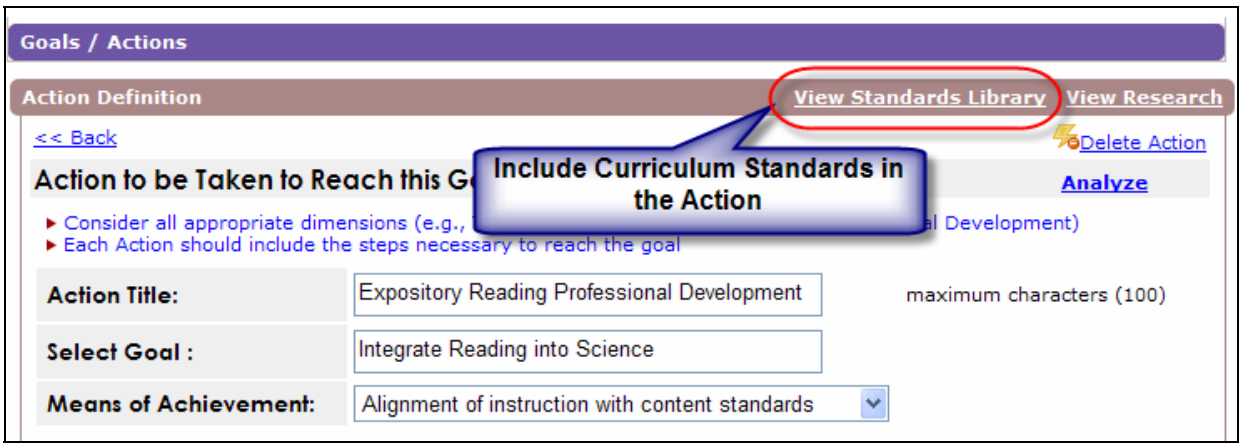


Once you are done entering expenditures, go to the top of the page and choose the next step. What of the following tasks would you like to do next?

- Align a standard with this Action in the SPSA.
- Attach research to this Action in the SPSA.
- Edit the Action
- Delete the Action
- Go back to the Goal/Action screen. From there you can:
  - View the associated Goal
  - Add another Action
  - Change the order that Actions will print in the SPSA.

7.4.2.1 Align a standard with this Action in the SPSA

If you would like to include the text of a California State Standard with a specific action in the SPSA, then choose **View Standards Library** from the top of the Edit Action page. You cannot see **View Standards Library** unless you are in the Edit Action page. The blue button for the Edit Action page is in the lower right part of the screen, when you click on an action from the Goals/Actions page.



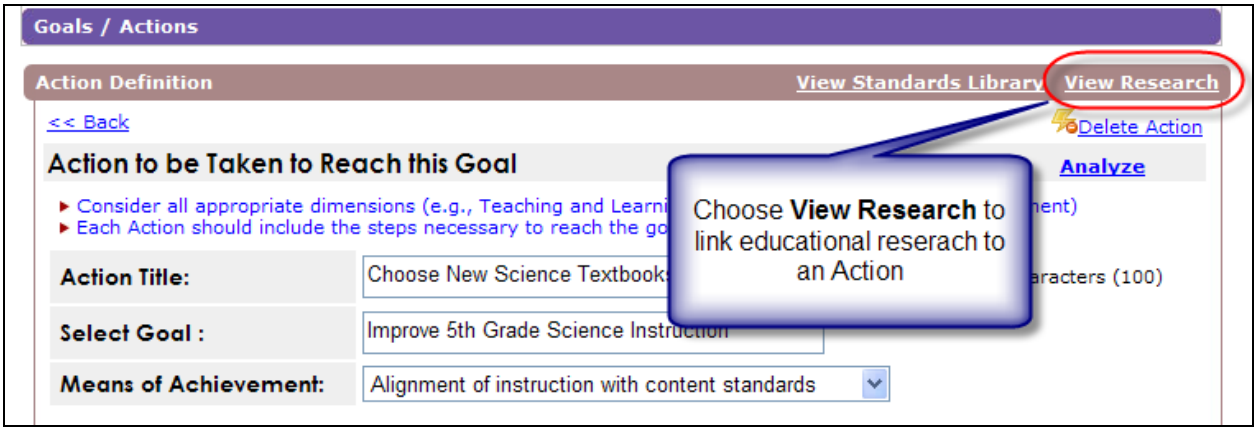
Once you choose **View Standards Library**, a screen will pop-up that allows you to link to both the California Standards for the Teaching Profession and the California Content Standards. Paste or type the standard you want to include in the SPSA in the Standards Alignment narrative box. This standard will now print with the Action in the SPSA.

Goals / Actions
Standards Alignment
Goal:
Integrate Reading into Science
Action:
Expository Reading Professional Devel
CA Standards for Teaching Profession
California Department of Education
California Content Standards
CDE California Content Standards
Standards Alignment Narrative:
2.0 Reading Comprehension (Focus on Informational Materials)
Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in Recommended Literature, Kindergarten Through Grade Twelve illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and
Back
Save
Delete

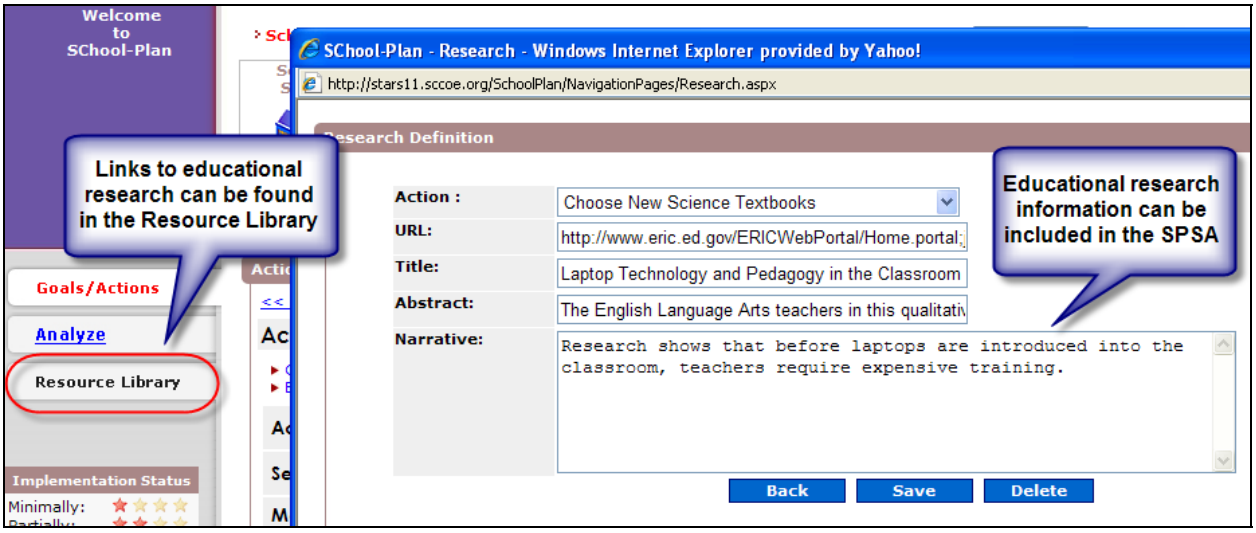
7.4.2.2 Align Research to an Actions

If you would like to a reference to educational research that is relevant to the Action in the SPSA, then choose **View Research** from the top of the Edit Action page. You cannot see **View Research** unless you are in the Edit Action page. The blue button for

the Edit Action page is in the lower right part of the screen, when you click on an action from the Goals/Actions page.


Goals / Actions
Action Definition
View Standards Library
View Research
<< Back
Delete Action
Action to be Taken to Reach this Goal
Analyze
Consider all appropriate dimensions (e.g., Teaching and Learni
Each Action should include the steps necessary to reach the go
Action Title:
Choose New Science Textbook
Select Goal :
Improve 5th Grade Science Instruction
Means of Achievement:
Alignment of instruction with content standards
Choose View Research to link educational reserach to an Action

Once you choose **View Research**, a screen will pop-up that allows you to enter information about the research you wish to reference. Use The Resource Library tab to link to a list of educational research resources. Enter the web address of the research, the title, the abstract and a description of why you choose this research to include in your SPSA. This research reference will now print with the Action in the SPSA. If you need to edit an existing research reference, click on the name of the research link.

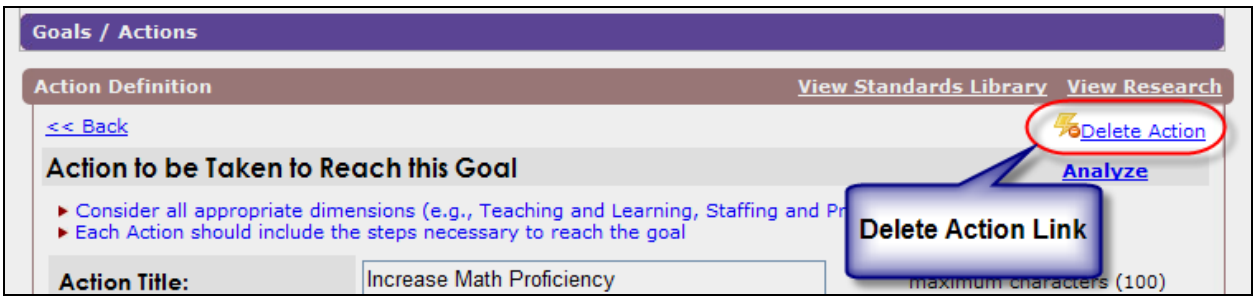


7.4.2.3 Edit Actions

If you want to edit an existing Action, navigate to the Action you want to edit from the Goals/Actions page and chose **Edit Action**. The **Edit Action** page will open and you can change the data. Remember to save when you are done.

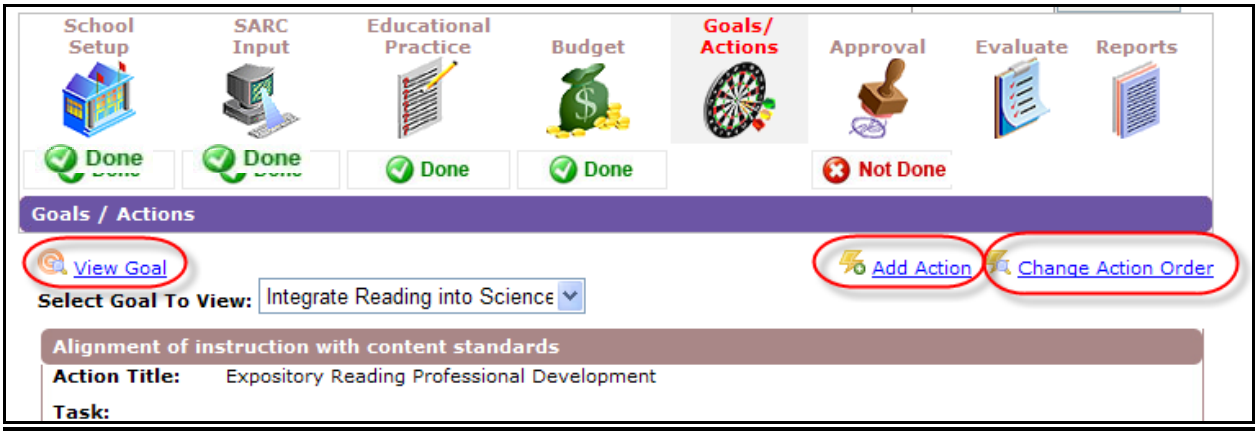
7.4.2.4 Delete Actions

If you want to delete an Action, navigate to the Action you want to delete from the Goals/Actions page and choose **Edit Action**. The new page will have the option to **Delete Action** on the top right.


Goals / Actions
Action Definition
View Standards Library
View Research
<< Back
Delete Action
Action to be Taken to Reach this Goal
Analyze
Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Pr
Each Action should include the steps necessary to reach the goal
Delete Action Link
Action Title:
Increase Math Proficiency
maximum characters (100)

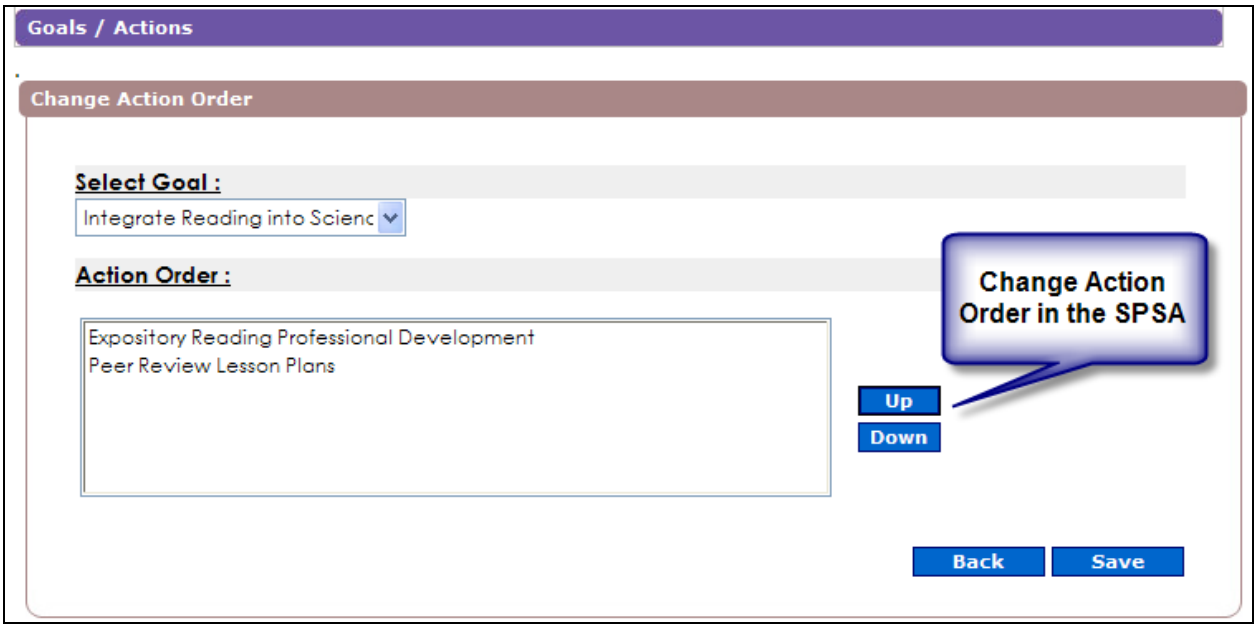
Once you have completed an action, choose the **<< Back** link to view the Action you most recently worked on. From there you can:

- View the associated Goal
- Add another Action
- Change the order that Actions will print in the SPSA.



7.4.2.5 Change Action Order

In some cases, a school may have more than one action per subject area. If you want to change the order that they are listed in the SPSA, use the **Change Action Order** link. You will be redirected to the **Change Action Order** page where you can change the order and save the changes.



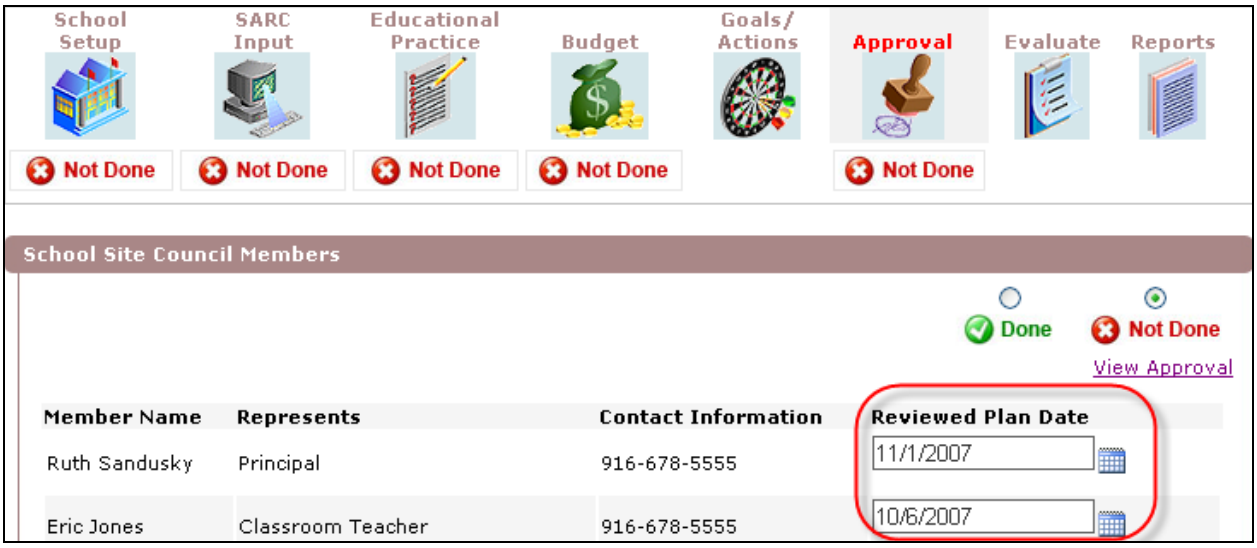
7.5 Approval

The next step in the Cycle of Continuous Monitoring and Improvement is to seek approval from the School Site Council, (State Compensatory Education Advisory Committee), each of the school committees and the School Board. They should review Goals, Actions and Budgets. In the Approval section, choose **Edit Approval** to start the process.

Add Site Council Members

In the **Edit Approval** page, you can perform the following actions:

1. Select **Add/Edit Council Member** to add the names of site council members.
2. Select **Add/Edit Council Member** to update previously entered site council members. (Both of these options allow you to enter site council names, affiliations and phone numbers.)
3. Once the name of each site council member is entered, select **Update Council Member Review Date** and enter the date they reviewed the SPSA.



Select **Add/Edit Committee** to add or edit school committee information. If the school has committees that are not listed here, you may add and/or delete them. Many committees are required by the CDE[8]. Choose **Update Committee Review Date** to enter the date the committee reviewed the SPSA. This saves the information.

Assurances
The school site council is correctly constituted and was formed In accordance with district governing board policy and state law.
The school site council reviewed its responsibilities under slate law and district governing board policies, including those board policies relating to material changes in the SChool-Plan requiring board approval.
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):
Health Committee
10/10/2007
GATE Committee
11/15/2007
Save dates
Add/Edit/Delete Committees
Save Date
Add/Edit Committee

Enter Approval Dates

Enter the dates required for each section. The table below outlines detailed information for each section.

[8] The SPSA must be developed with the advice, review, and certification of any applicable school advisory committees. Such groups include the English Learner Advisory Committee, and the Gifted and Talented Education Advisory Committee. All required advisory committees have responsibility to advise the school on the special needs of students on ways the school may meet those needs. EC Section 64001(a)

Plan Review Due Date	The deadline set by the local governing board for when the plan should be complete
The SChoolPlan was adopted by the council on	The date the plan was adopted by the School Site Council
Public Notice Due Date	Date the public was notified that the plan would be reviewed, 10 days prior to the due date.
District Governing Board Review Due Date	The date the School Board plans to review the plan
School Site Plan Approved	The date the plan is approved by the School Board
Attested by School Principal	The date the Principal signed the approved final plan
Attested by School Site Council Chairperson	The date the Site Council Chairperson approved the final plan

7.6 Evaluate

The last step of this year's planning process and the first step of next year's Cycle of Continuous Monitoring and Improvement are to monitor implementation of goals and actions and measure the effectiveness of the school improvement strategies.

There are two tabs within the **Evaluate** section in which to evaluate the plan:

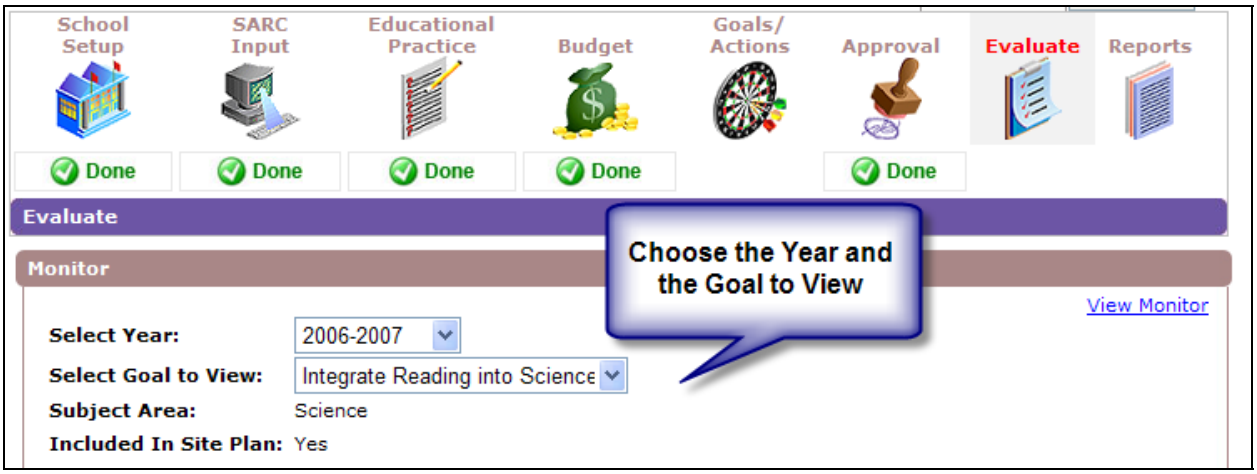
- Monitor
- Effectiveness

7.6.1 Monitor

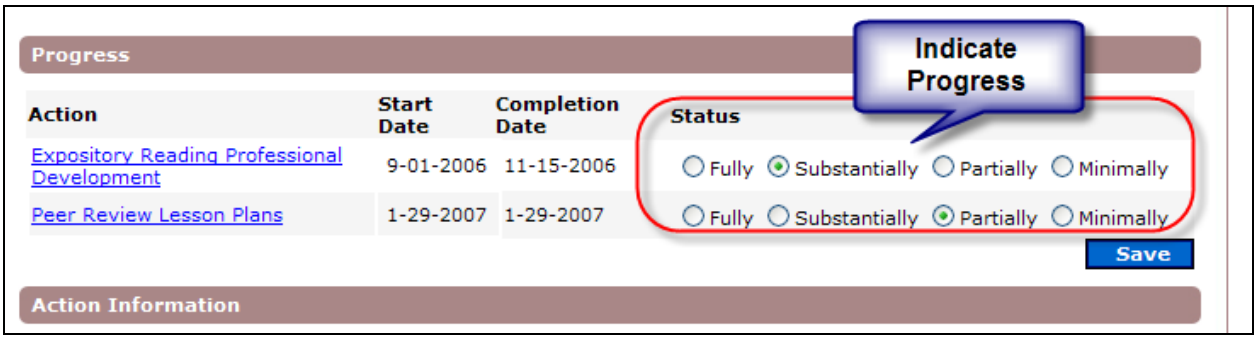
Once the SPSA is completed, it is important to continuously monitor the school's progress on each action. PRM has a tool to record the steps that have been taken to complete each action. There is also an area to record when the action is complete.

While viewing the **Monitor** screen, click on the Action and the details will appear below. There are seven steps to recording the school's progress.

1. Choose the year to monitor from the drop down menu.
2. Choose the goal to monitor from the drop down menu.



3. Choose the action to monitor, by clicking the Action link.
4. Indicate the action's implementation status in the **Status** section. Choose from **Fully, Substantially, Partially** or **Minimally Complete**. As you fill in the radio buttons that indicate the school's progress towards meeting their actions, the results will show on the Plan View page and Goals/Action page as red stars.



5. Choose save before moving on.
6. Enter **Monitoring Comments** that document what progress has been made towards completing each action. The date the comment was entered will automatically show up next to the comment.
7. Choose save.

You may enter more than one **Monitoring Comment** per action. If you want to delete a comment, click on the comment and a **Delete** button will appear.

Action Report
The SPSA will not show the Monitoring Comments for each action, but the Action Report will. You can generate an **Action Report** in the Reports section.

Big Sky Elementary School uses the Action Report during staff meetings and School Board Meetings. The action report is printed out before staff meetings so that the staff can review the school's goals and actions. During staff meetings, they review each action together and enter monitoring comments during the meeting using a laptop.

7.6.2 Effectiveness

The **Effectiveness** page within the **Evaluate** area is used to document the results of Goals and Actions. This is the last step in a year of planning. The school site council should examine the results of the actions and determine if goals were met. This review should be done at the end of the school year, or at the beginning of the next school year.

Choose the Effectiveness tab to view information that was previously entered into the **Effectiveness** section. To enter new information into **Effectiveness**, choose **Edit Effectiveness** in the top right hand corner.

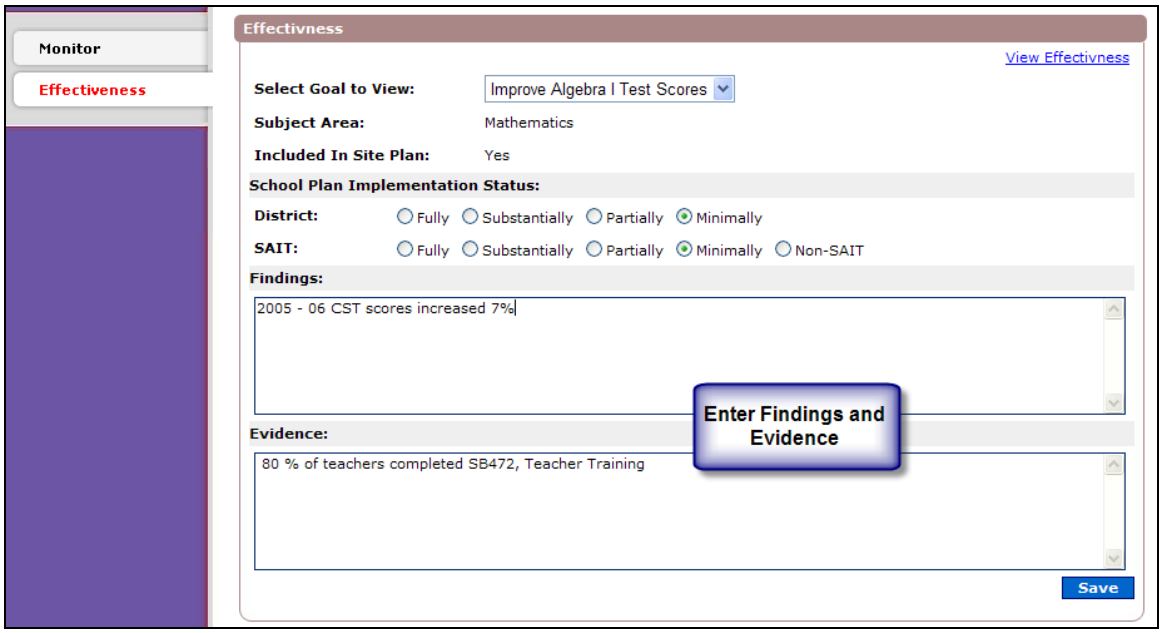
The new screen has a place for you to enter the findings and the evidence for the findings.

The information entered in the effectiveness section is not printed in either the SARC or SPSA reports. It is a tool for school/district administrators and/or outside evaluators such as a SAIT team, to document the school's progress.

To complete this screen, first choose which Goal you wish to evaluate. Next, choose the description that most accurately represents how completely the school implemented their Goals and Actions. There are two separate sets of radio buttons to do this; one set for the district and one for the SAIT or other outside team. Additionally, there is a button that signals if the school is SAIT or not. The implementation status button information is not included in the reports. They are a tool to record findings.

Findings:
Enter a summary of how well the school reached each Goal they set for the year. For example, if the school's goal was to improve parent involvement, summarize their success in this endeavor.

Evidence:
Enter specific information that documents the findings. For example, what were the expected CST gains and what were the actual gains. If you observed classrooms and determined that fifth grade teachers did follow the standards based curriculum in Science, what tool did you use to document your findings? If it was a rubric, describe that rubric and your observations.


Monitor
Effectiveness
Effectivness
View Effectivness
Select Goal to View:
Improve Algebra I Test Scores
Subject Area:
Mathematics
Included In Site Plan:
Yes
School Plan Implementation Status:
District:
Fully
Substantially
Partially
Minimally
SAIT:
Fully
Substantially
Partially
Minimally
Non-SAIT
Findings:
2005 - 06 CST scores increased 7%
Enter Findings and Evidence
Evidence:
80 % of teachers completed SB472, Teacher Training
Save

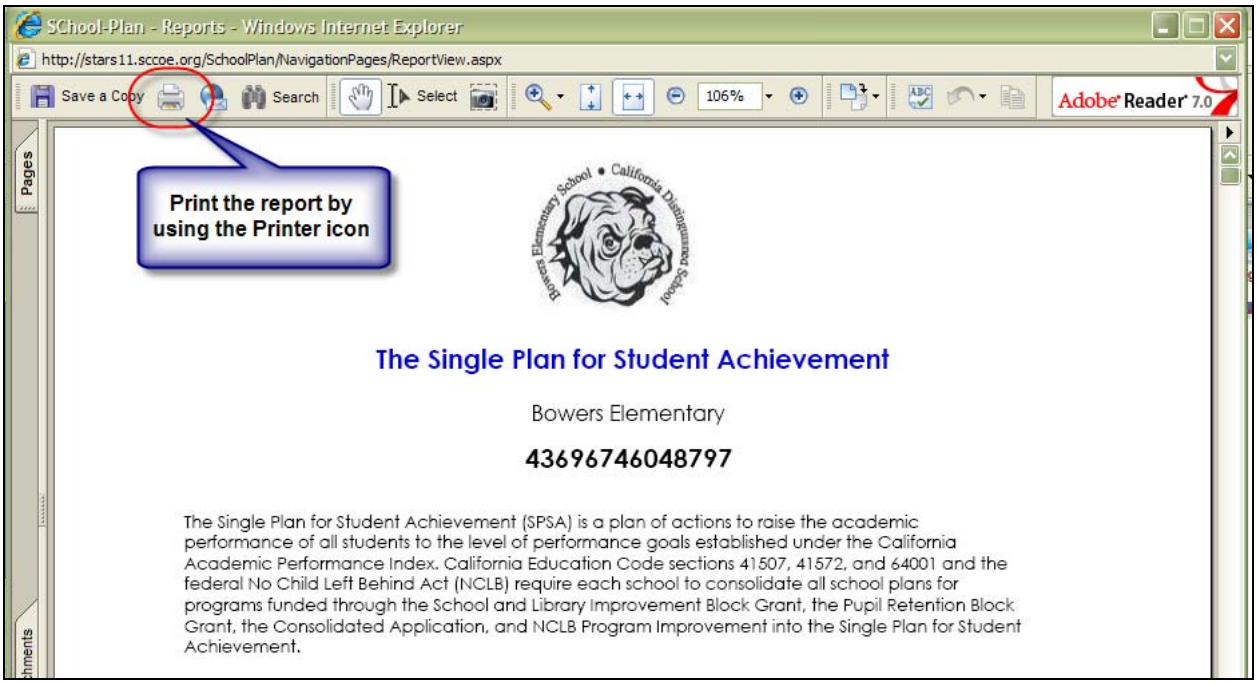
8 Reports

PRM generates five different reports. Access them from the **Reports** icon. Each report has its own tab on the side bar of the page. Choose the tab associated with the report you would like to view and/or print from these five tabs.

8.1 Viewing and Printing Reports

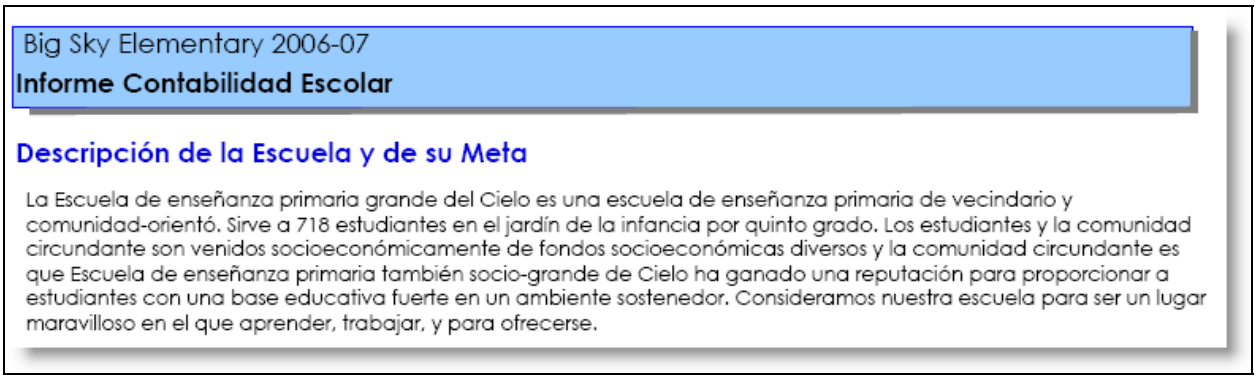
The method for viewing and printing reports is the same for all of the reports. When you choose **Generate Report** from the Reports section, a new screen will pop-up. The new screen will contain the report you selected from the side bar tabs in a Portable Document Format (PDF) format. PDF, documents are created by Adobe Reader. PRM converts the information to PDF because PDF documents can be viewed on any computer system. Adobe Reader must be installed on your computer in order to create reports. See **Chapter 3 – Setting up PRM** for details.

Once the report is generated, you can print it by selecting the **Print** Icon on the top left of the Adobe Reader page. You cannot change any information in the PDF report while in the Reports section. To change content, you must find where the content originated from, and change that.


SChool-Plan - Reports - Windows Internet Explorer
http://stars11.sccoe.org/SchoolPlan/NavigationPages/ReportView.aspx
Save a Copy
Search
Select
106%
Adobe Reader 7.0
Pages
Print the report by using the Printer icon
The Single Plan for Student Achievement
Bowers Elementary
43696746048797
The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

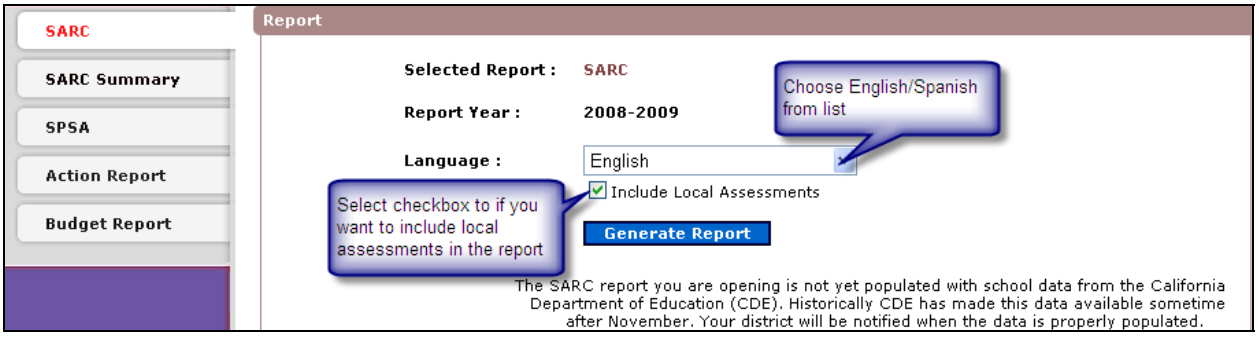
8.1.1 SARC Report

PRM pulls pre-populated and user inserted information from the SARC Input tab to complete the SARC report. If you have entered text in English and Spanish, you will be able to print your report in English and Spanish from the Reports tab.


Big Sky Elementary 2006-07
Informe Contabilidad Escolar
Descripción de la Escuela y de su Meta
La Escuela de enseñanza primaria grande del Cielo es una escuela de enseñanza primaria de vecindario y comunidad-orientó. Sirve a 718 estudiantes en el jardín de la infancia por quinto grado. Los estudiantes y la comunidad circundante son venidos socioeconómicamente de fondos socioeconómicas diversos y la comunidad circundante es que Escuela de enseñanza primaria también socio-grande de Cielo ha ganado una reputación para proporcionar a estudiantes con una base educativa fuerte en un ambiente sostenedor. Consideramos nuestra escuela para ser un lugar maravilloso en el que aprender, trabajar, y para ofrecerse.

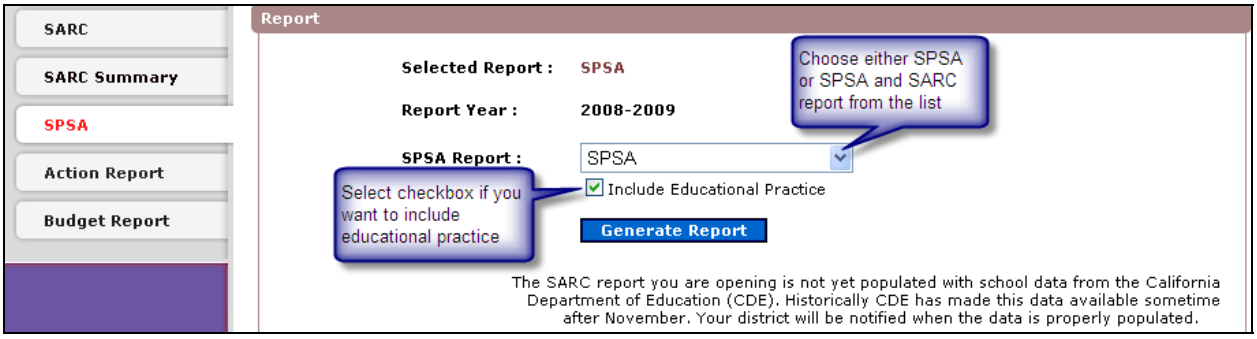
8.1.2 SARC Executive Summary Report

The SARC Executive Summary is an abbreviated version of the full SARC Report. You can print it in English and Spanish. It is usually four pages long. Schools might use this document to distribute to interested parties at school events.


SARC
SARC Summary
SPSA
Action Report
Budget Report
Report
Selected Report : SARC
Report Year : 2008-2009
Language : English
Choose English/Spanish from list
Include Local Assessments
Select checkbox to if you want to include local assessments in the report
Generate Report
The SARC report you are opening is not yet populated with school data from the California Department of Education (CDE). Historically CDE has made this data available sometime after November. Your district will be notified when the data is properly populated.

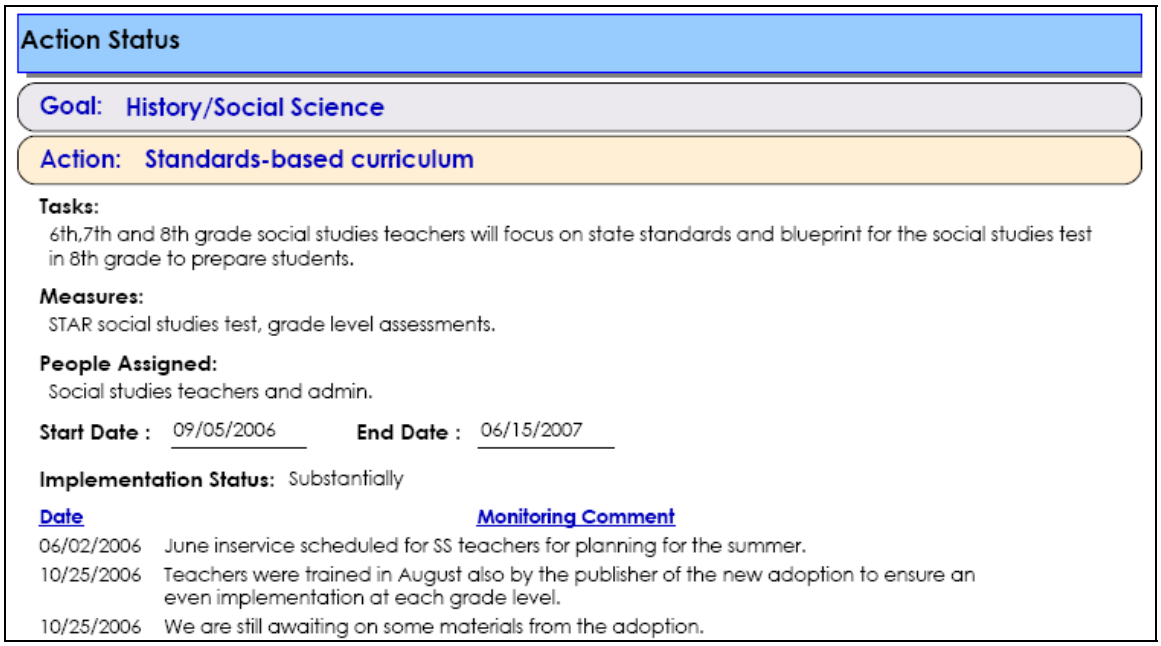
8.1.3 Single Plan for Student Achievement (SPSA) Report

When printing the SPSA report you have a choice of whether or not to include the SARC data in the report. You can choose either “SPSA” or “SARC and SPSA” from the drop-down menu on the SPSA report page.


SARC
SARC Summary
SPSA
Action Report
Budget Report
Report
Selected Report : SPSA
Report Year : 2008-2009
SPSA Report : SPSA
Choose either SPSA or SPSA and SARC report from the list
Include Educational Practice
Select checkbox if you want to include educational practice
Generate Report
The SARC report you are opening is not yet populated with school data from the California Department of Education (CDE). Historically CDE has made this data available sometime after November. Your district will be notified when the data is properly populated.

8.1.4 Action Report

The Action Report shows the text of each Action, the monitoring comments and the dates they were made. Enter and/or change Monitoring Comments in the Monitor area of the Evaluate section. Each goal title is listed with its associated actions below it. If the Action has monitoring comments associated with it, they will be listed in this report.

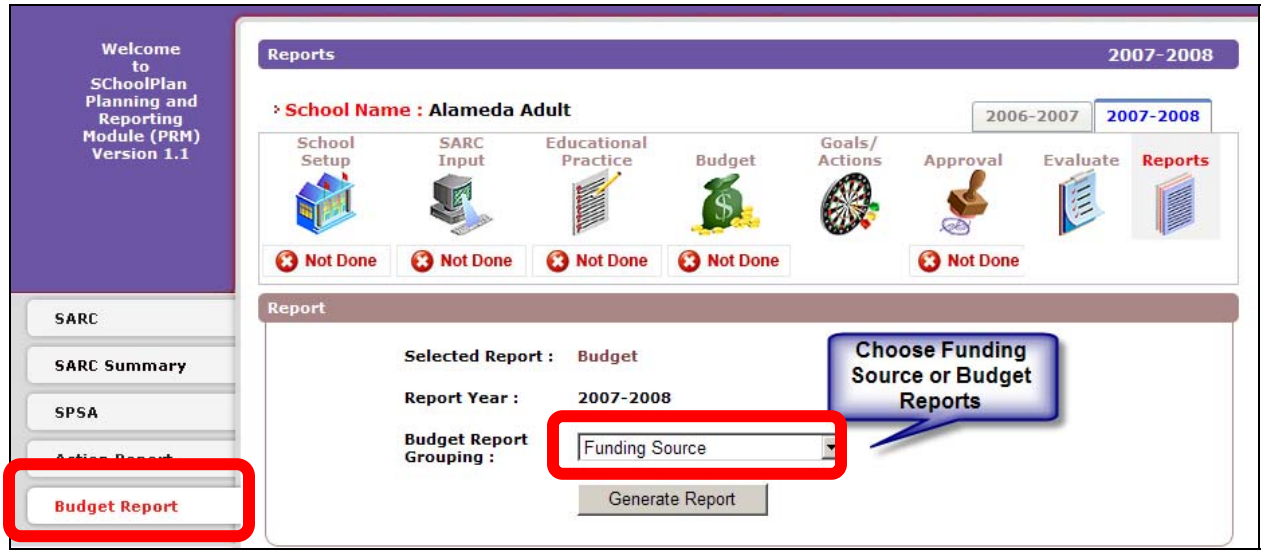

Action Status
Goal: History/Social Science
Action: Standards-based curriculum
Tasks:
6th,7th and 8th grade social studies teachers will focus on state standards and blueprint for the social studies test in 8th grade to prepare students.
Measures:
STAR social studies test, grade level assessments.
People Assigned:
Social studies teachers and admin.
Start Date : 09/05/2006
End Date : 06/15/2007
Implementation Status: Substantially
Date
Monitoring Comment
06/02/2006 June inservice scheduled for SS teachers for planning for the summer.
10/25/2006 Teachers were trained in August also by the publisher of the new adoption to ensure an even implementation at each grade level.
10/25/2006 We are still awaiting on some materials from the adoption.

8.1.5 Budget Report

There are two types of Budget Reports:

- Funding Source
- Goal/Action

Choose which report you would like to view and/or print from the drop down menu.

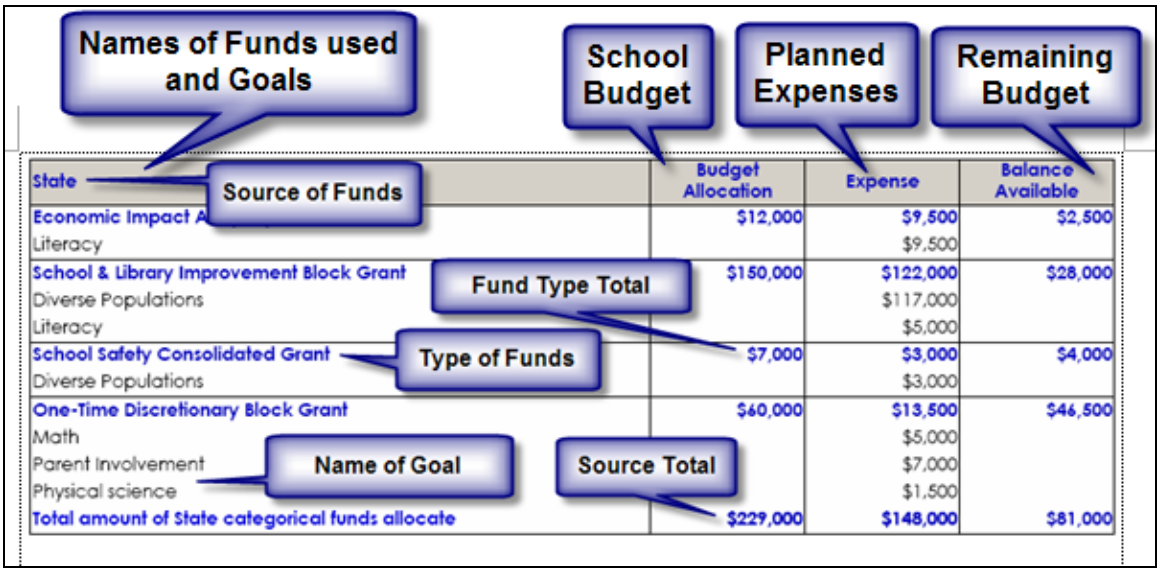


8.1.5.1 Funding Source Budget Report

The **Funding Source Budget Report** contains detailed funding information, organized by where the funds originated. This is the same information that is included in the SPSA.

What do the titles mean in this example?

State	Budget Allocation	Expense	Balance Available
All of the funds in this section came from the State of California.	The total amount of money the school expects to receive from this funding source for this goal.	The total amount of money the school expects to spend from this funding source on this goal.	The amount of money the school expects to have remaining in the budget after purchases are made.



8.1.5.2 Goal/Action Budget Report

The **Goal/Action Budget Report** outlines how much money the school is spending per Goal.

8.2 Troubleshooting Printing

If you clicked on **Generate Report**, and nothing happens, it is likely that something is wrong with the way your computer is handling Adobe Reader files. First, make sure that Adobe Reader is installed on your computer. If it is installed, try opening it, and then generating a report. If the report opens now, then your computer is not recognizing Adobe Reader correctly. To fix this problem, uninstall Adobe Reader and then re-install it. If that does not work, check to see if a pop-up blocker is preventing the report window from opening. If this does not resolve the problem, contact your system administrator.

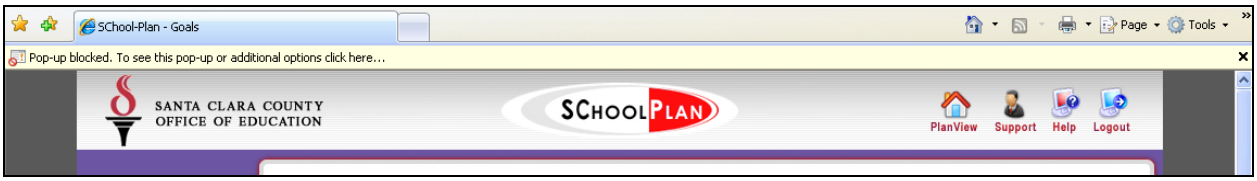
9 Appendix A: Handling Pop-up Blockers

When you install toolbars like the Google Toolbar or the Yahoo toolbar on your browsers, there may be different types of pop-blockers installed along with them. These pop-up blockers are designed to prevent pop-up windows from unsolicited content like advertisements etc from being displayed and interrupting your work. But they also block legitimate pop-up windows in applications like PRM. You will therefore need to turn off pop-blockers in order for PRM to function efficiently.

Here are examples of pop-up blockers in Internet Explorer, Yahoo and Google and instructions on how to disable them.

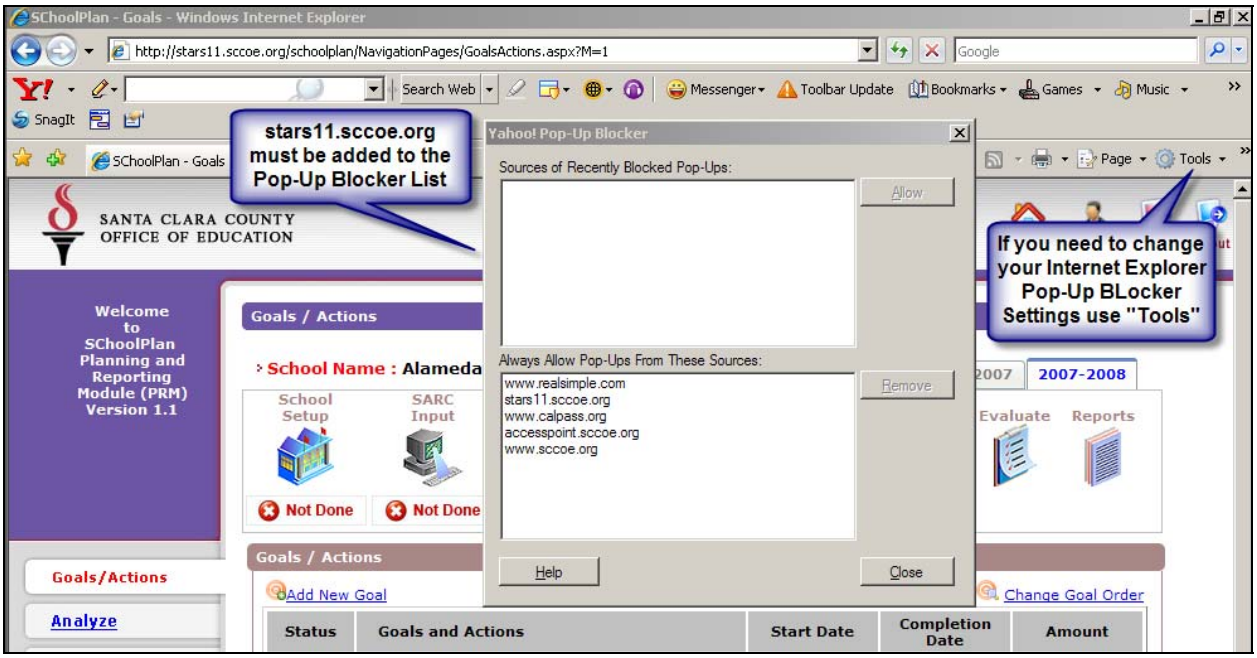
9.1 Allowing pop-ups in Internet Explorer

If pop-ups are blocked in your Internet Explorer and PRM is attempting to open a pop-up window to display a screen or report, a message will appear in a yellow bar running across the top of the screen that says, “Pop-up blocked. To see this pop-up or additional options click here.”



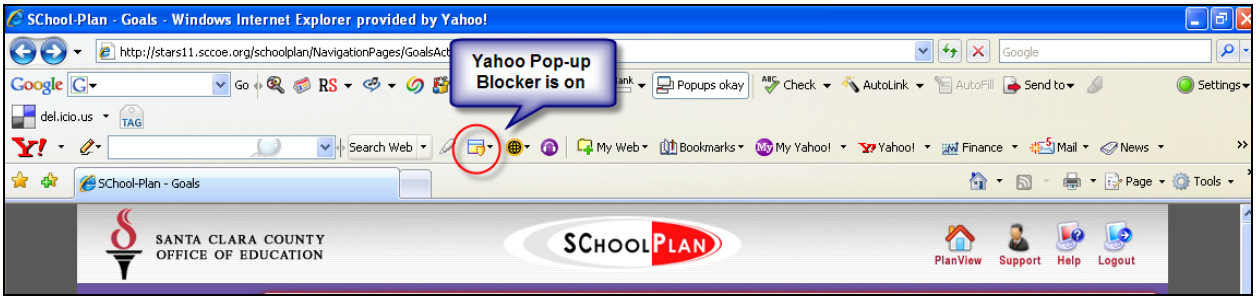
When you click there, a menu appears that says, “Always allow pop-ups from his site”. Click **Yes**.

If you want to see where to make changes to the Internet Explorer Pop-up blocker settings, choose tools from the Internet Explorer tool bar as shown below.



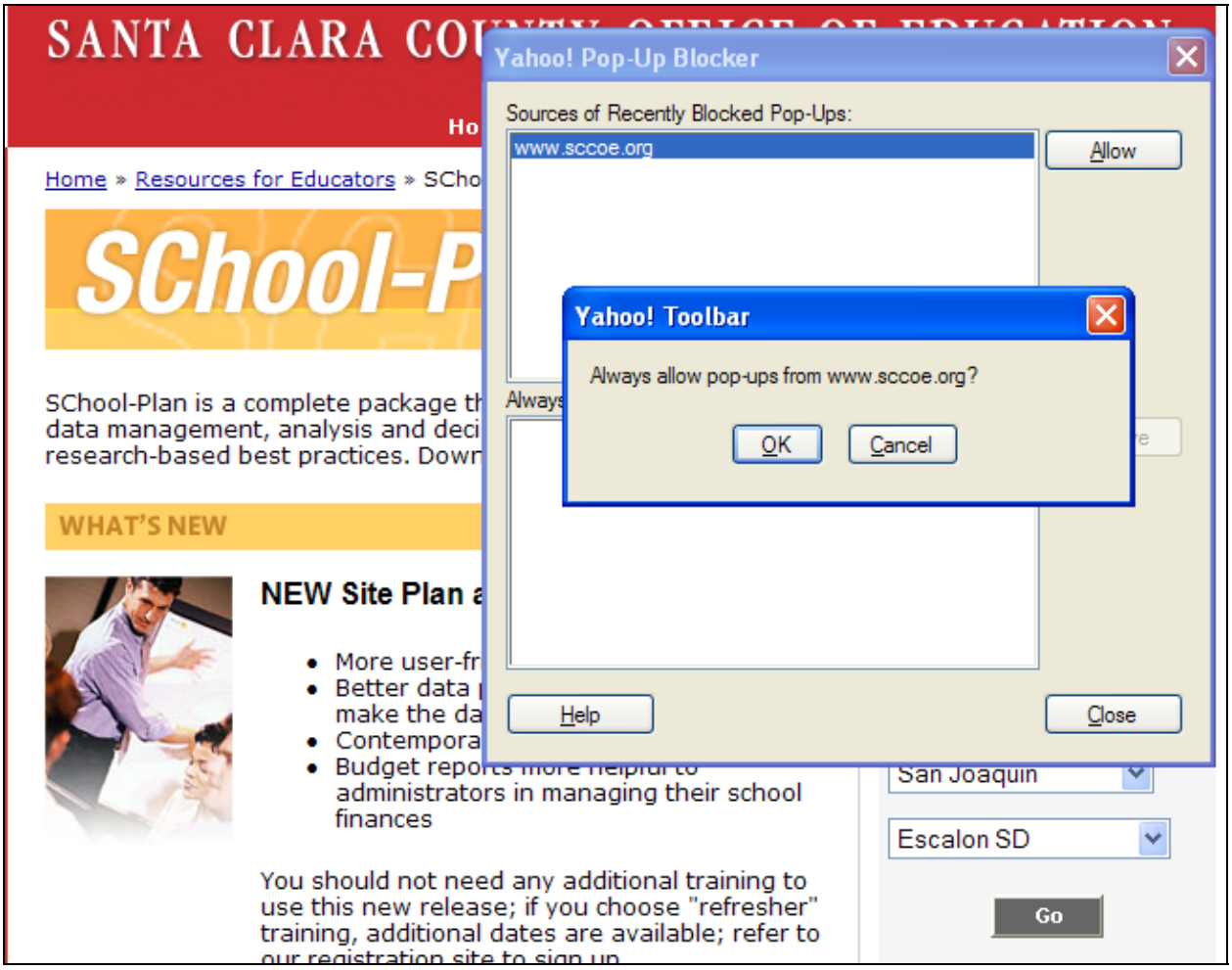
9.2 Allowing pop-ups on the Yahoo toolbar

When the Yahoo toolbar blocks a pop-up, you will see an icon - on the Yahoo tool bar.



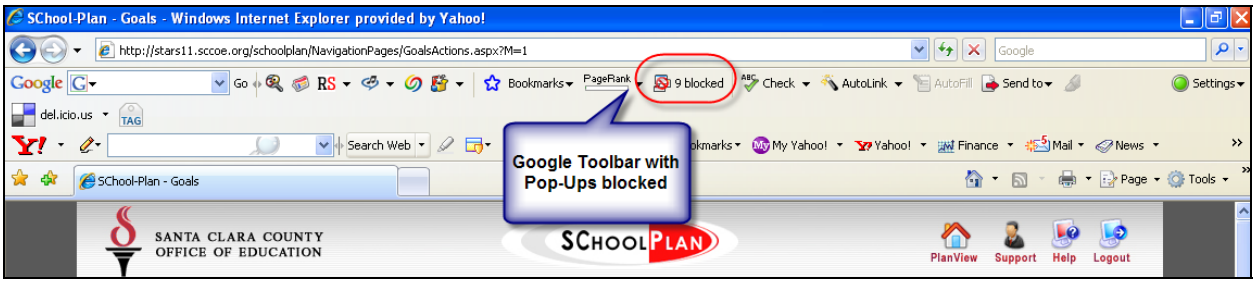
SChool-Plan - Windows Internet Explorer provided by Yahoo!
Yahoo Pop-up Blocker has blocked this site
SANTA CLARA COUNTY OFFICE OF EDUCATION
Home
About SCCOE
Search our site
Contact us

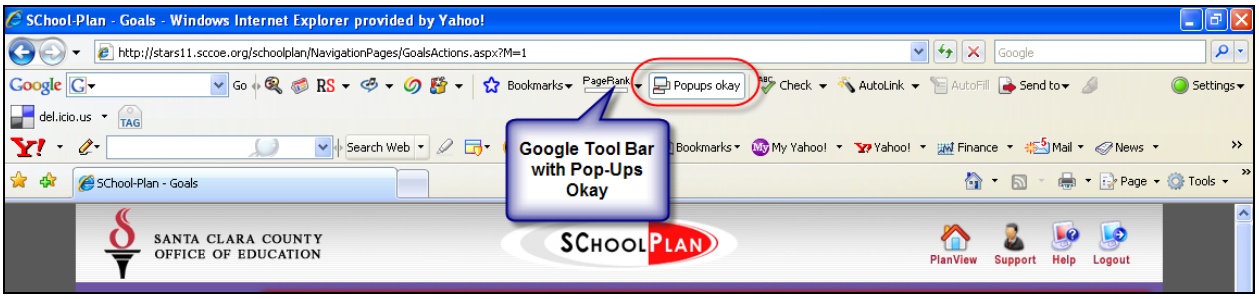
1. Click on that icon to allow pop-ups from the site you are looking at.
2. You will see a message “Always allow Pop-ups from:” and the name of the site you are on at that time.
3. Click on the site and click on **Allow**.
4. You can select the **Yes** option when prompted, to always allow pop-ups for that particular site.



9.3 Allowing pop-ups on the Google toolbar

The Google toolbar shows an icon - when a site is blocked. Click on that icon and it will toggle to allow pop-ups.




SChool-Plan - Goals - Windows Internet Explorer provided by Yahoo!
http://stars11.sccoe.org/schoolplan/NavigationPages/GoalsActions.aspx?M=1
Popups okay
Google Tool Bar with Pop-Ups Okay
SCHOOL PLAN
SANTA CLARA COUNTY OFFICE OF EDUCATION
PlanView
Support
Help
Logout

10 Glossary

You can also refer to the California Department of Education's searchable topic index at http://www.cde.ca.gov/azindex/

API: Academic Performance Index. Measures the academic performance and growth of schools by using student test score and demographic data.

Approval: the navigation button on the top navigation bar on the Plan View screen that aids in the process of linking to a page where you can manage council members, track assurances, and review dates attached to actionable goal items.

Assessments: aggregated standardized test results used to analyze the status of student achievement.

AYP: Required by the federal No Child Left Behind Act; AYP measures the performance of California schools and districts.

Budget: identifies the amount of funding each plan has forecasted for a school year to allocate towards the school's goals/actions.

CAHSEE: California High School Exit Exam. Beginning with the Class of 2006, all public school students will be required to pass the exam to earn a high school diploma.

CAPA: California Alternate Performance Assessment. This is an alternate assessment for children with severe cognitive disability.

CAT/6: California Achievement Test, sixth edition. CAT/6 is the norm-reference portion of the STAR test, administered to the third and seventh grade only.

CELDT: California English Language Development Test. A required state test for English language proficiency that must be given to students whose primary language is other than English.

CPM: Categorical Program Monitoring. CPM monitors local educational agencies (LEAs) for compliance with categorical program and fiscal requirements. LEAs are responsible for maintaining compliant categorical programs.

CST: California Standards Test. This test administered as part of the annual STAR testing program for grades 2~12 tests student achievement against California curriculum standards.

Cursor: The arrow that navigates the user's movement on the screen.

Data Load: the act of loading information into the application from data sources identified at the federal, state and/or local levels of education.

District Funding Sources: all monetary sources identified by the district and listed under the District Funding section on the Funding page.

DMM: Data Management Module. One of the modules included in SCCOE's SChoolPlan; DMM is the data analysis and reporting module.

Drop-down: a field a user can [click] to access a list of options, within that field, to choose from.

Educational Practices: a variety of activities that impact learning by building and supporting the school's culture.

EL: English Learners

Expenditures: identifies the amount of money/funding utilized in planning completion of a goal and/or action.

Export: refers to the action of taking information from one program and sending it to another program.

Evaluate: the action you can take when evaluating a Site Plan that is in progress; Evaluating is an ongoing action throughout the Site Plan lifecycle to ensure the goals and actions are on track, on budget, and completing on time.

Funding Sources: identifies the sources where money for different programs will come from to support different programs, goals, and actions established in a school's Site Plan.

Goal Definition: a screen with different text fields where you identify all the components that define the goals in a Site Plan.

Graphic icons: refers to all the hyperlinked graphical buttons you can click on to view data tables, graphs, reports, or documents.

HP: High Priority Schools

Hyperlink: a word, symbol, image, or other element in a document that links to another such element in the same document or in another document. The hyperlink is identified as underlined text highlighted in blue and activated with a mouse click.

Mouse Click: depression of a button on a computer mouse; "a click on the right button for example."

Navigate: the action you perform when [clicking] on buttons and hyperlinks that take a you from page to page in the application.

Navigation button: any button/icon in the program referred to that takes you from one page to another or prompts your actions (such as typing in information within text fields).

NCLB: No Child Left Behind. The federal accountability act of 2001.

Password: a unique password that will identify you as you log into the application.

PlanView: the overall display screen in the application that allows you to view status of activities that have been completed or need to be completed, goals and actions items that have been composed, and the status of achieving the defined goals.

Research: a field in the tool that allows you to click on URL's or other documents that may have information, further research, or documents that tie to a goal you may be viewing. This may also be referred as the **Resources Library.**

Report: a navigation button on the side navigation bar that aids you in viewing and retrieving both online and hard copy versions of SARC, SARC Executive Summary, Single Plan and Plan Budget Reports

Research Report: reports available to support the goals/actions you are defining in the application.

SAIT: School Assistance and Intervention Team. SAIT teams provide intensive support and monitoring to assist state-monitored schools in improving student learning

SARC: stands for Student Achievement Report Card; the purpose of the report card is to provide parents and the community with important information about each public school. The SARC report communicates to the community how a school is doing overall.

SARC Executive Summary: a shortened summary version of the School Accountability Report Card (SARC); this version is also available to the public.

SChoolCharts: One of the modules included in SCCOE's SChoolPlan; this module uses pre-loaded data released by CDE to produce powerful pre-defined charts.

School Funding Sources: all federal, state and local monetary sources identified for use by the education community in achieving Site Plan goals and actions.

School Information: identifies all the background information – demographics, logo, address, email, title, etc. - on a school.

School Profile: defines the school's demographics, programs, and student body data.

Single Plan Reports: Represents a site plan report specific to a single school.

SMART goals: SMART stands for **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**rackable goals, which align to achievement benchmarks.

SPELL: SChoolPlan for English Language Learners. One of the modules in SCCOE's SChoolPlan; SPELL generates Title III mandated Annual Measurable Achievement Objectives (AMAO) and Redesignation reports.

Subject Area: identifies what specific school subject you will focus on when defining goals.

Subtopics: one of the divisions into which a main topic may be divided. The main topics within the application will contain subtopics for review or entry activities.

Survey: gathering of a sample of data or opinions considered representative of a whole. There are three types of surveys – parent, staff, and student – that can be loaded into PRM and viewed by the user in the application.

Text Box: a narrative field where you can add information on a page. Large text boxes within the application are unlimited text fields (meaning there is unlimited space to type as much data as you want to put into a text field.) Small text boxes will have maximum character limits and will be identified within the application.

User name: a unique name that will identify you as you log into the application.

Window: the current screen/view you are working on while navigating through the various screens of PRM